

November 4, 2010

**MEMORANDUM**

**TO:** University Senate Members

**FROM:** Linda Mabbs  
Chair of the University Senate

**SUBJECT:** University Senate Meeting on Thursday, November 11, 2010

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The next meeting of the University Senate will be held on Thursday, November 11, 2010. The meeting will convene at **3:15 p.m.**, in the **Colony Ballroom (2<sup>nd</sup> Floor) 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. Approval of the October 13, 2010, Senate Minutes (Action)
3. Report of the Chair
4. Update of the University of Maryland Mission Statement (Senate Doc. No. 10-11-18) (Information)
5. PCC Proposal to Establish a BS Degree Program in Middle School Education (Senate Doc. No. 10-11-22) (Action)
6. PCC Proposal to Change the Name of the Department of Public and Community Health to Behavioral and Community Health (Senate Doc. No. 10-11-23) (Action)
7. Proposal to Amend the Membership of the University APT Committee (Senate Doc. No. 10-11-15) (Action)
8. Amendment to the Membership of the Research Council to Include a Representative of the President (Senate Doc. No. 10-11-16) (Action)

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

9. Special Order of the Day

Wallace D. Loh

President of the University of Maryland, College Park

*2010 State of the Campus Address*

10. New Business

11. Adjournment

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

## **University Senate**

October 13, 2010

### **Members Present**

Members present at the meeting: 108

### **Call to Order**

Senate Chair Mabbs called the meeting to order at 3:21 p.m.

### **Approval of the Minutes**

Chair Mabbs asked for additions or corrections to the minutes of the September 16, 2010 meeting. Hearing none she declared the minutes approved as distributed.

### **Report of the Chair**

#### Senator Pin

Mabbs announced that elected senators should have received a “senator pin” when they signed-in. She explained that the pin was created so that campus constituents would be able to identify their Senators. The pins are intended to be a form of recognition for our senators as well as a means to start a conversation about the Senate and its work. She encouraged senators to wear their pins proudly.

#### Family Care Resource Service

Mabbs gave an update on the Family Care Referral service passed by the Senate last year. She explained that the contract for the service was awarded to Carol Ann Rudolph, founder of Family Care Resources. The Family Care Referral service has already begun its work by holding presentations and beginning consultations and seminars. To date, 38 consultations have been held for faculty, staff and students. The service is located in 1116 Cole Student Activities Building. There is a temporary webpage for the service at [http://www.uhr.umd.edu/benefits/family\\_care.cfm](http://www.uhr.umd.edu/benefits/family_care.cfm) and the service has contracted with the campus to construct a full website. Ms. Rudolph and others will also be holding a seminar on “Assessing Health Care and Care-giving Needs of Your Elderly Parents and Relatives,” on October 19<sup>th</sup> from 12-1pm in the Maryland Room of Marie Mount Hall. Mabbs encouraged members of the campus community to take advantage of this important service.

#### Mission Statement

Mabbs announced that the University System of Maryland has asked all system schools to update their mission statements. We have formed a Joint Provost/Senate committee to work on this update. Mahlon Straszheim from the Provost’s Office is chairing the committee. The other members of the committee include Betsy Beise, Associate Provost for Academic Planning & Programs, Ken Holum, Past Senate Chair and Aaron Tobiason, Graduate Student and former Senator and SEC member.

### Nominations Committee

Mabbs announced that outgoing senators should have received a message from the Senate Office requesting volunteers for the Nominations Committee. She explained that there were still openings for graduate student and faculty representatives. She encouraged outgoing senators to volunteer. Mabbs announced that the Senate would vote on the Nominations Committee slate at its December meeting.

### Next Meeting

Mabbs announced that the next senate meeting would be held on Thursday, November 11, 2010. Our new President, Dr. Loh will be presenting his vision for the campus. This meeting will be held in the Colony Ballroom of the Union to accommodate the anticipated larger audience that is anticipated.

### Board Of Regents Staff Awards

Mabbs announced that we have received the Board of Regents Staff Awards announcement. She stated that this was an excellent opportunity for our staff to be recognized for the amazing work that they do. She explained that nomination packets are due to the Senate Office by Monday, November 15, 2010. Information about the nomination process and criteria are listed on the Senate website. Mabbs encouraged senators to nominate a staff member.

## **Committee Reports**

### **Report of the Senate Executive Committee Motion to Approve Guidelines for Clicker Use During Senate Meetings (Senate Doc. No. 10-11-20) (Action)**

Mabbs announced that the next item on the agenda was a motion from the Senate Executive Committee (SEC). She explained that the clicker voting system, introduced by the Senate Office, was intended to be a tool for efficiency. The process of using clickers to vote has been effective particularly when voting results are close. It is clear that the efficiency that the clickers afford is a necessity for the Senate. However, an unintended consequence of the new system is the elimination of the elements of "accountability" and "a sense of the room". The voting card system allowed those in the room to see those elements first-hand. Because the clickers are anonymous by nature they do not allow for these elements to be visible in the room at the time of the vote.

In order to rectify this situation, the SEC motion asks senators to raise their hands and press the button on the clicker corresponding to their vote on each question. The results of each category would be displayed dynamically as the voting continued and the voting would stay open until the Chair announced its completion. Mabbs explained that should the Senate choose to reject the SEC's motion, the Senate would continue with the current voting system.

Mabbs opened the floor to discussion of the motion.

Senator A'Hearn, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that he does not understand why the 'sense of the room' is needed because we already see the votes as they happen but does agree that accountability is important.

Senator Delwiche, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that currently the dynamic results are not displayed. Results are displayed once the voting is completed. He further explained that the proposed motion is the closest replication of a traditional voice voting system with the use of clickers. He explained that senators can still change their vote but the dynamic display shows any large discrepancies between hands and actual votes cast.

Senator Tamari, Undergraduate, Robert H. Smith School of Business, inquired whether other options were discussed like recording all of the votes, demographics etc.

Mabbs responded that it would be difficult to display all of the names and their votes. The technology is not yet available to do that.

Senator Gullickson, Faculty, College of Arts & Humanities, stated that the voting cards used to be color-coded by constituency giving you a sense of where the various groups fell on an issue. She stated that it was good to know when students were unanimous in favor of a particular issue. Now we can only see how individuals near us vote but not how constituencies vote. She does not think that the use of clickers is necessary because most votes are not close.

Senator Fleischmann, Faculty, College of Information Studies, stated that the proposal does not ensure that a person's actions replicate their actual vote. He offered an alternative of using a standard oral vote but when the vote is close, going to a clicker vote.

Senator Holt, Faculty, School of Public Health, stated that the current system is her only experience with clickers. She stated that she is troubled by the visibility of voting in this proposal. She does not feel that senators should feel coerced.

Senator Crisalli, Undergraduate, College of Behavioral & Social Sciences, stated that the undergraduates caucused prior to the meeting. They feel that the key difference from the current system is merely raising one's hand while voting. They feel that it is just a gesture not an actual vote. She further stated that this new proposal does not reflect their concerns about accountability. She proposed an amendment to the SEC's motion whereby all clickers would be registered to specific senators and the results would be posted on the Senate website no later than two weeks after each meeting. Should a specific need arise, the results could also be requested earlier. The amendment was seconded.

Mabbs opened the floor to discussion on the amendment.

Senator Stamm, Graduate Student, College of Engineering, asked for clarification on whether the technology would support registering clickers to specific senators.

Montfort, Executive Secretary & Director, explained that clickers can be registered to senators but the results cannot be displayed after each vote. The technology only allows the data to be collected and exported to a spreadsheet following the meeting.

Dean Harris, College of Arts & Humanities, stated that he does understand why people would prefer a secret ballot. He also does not understand the need for demographics. He believes that this will divide the Senate instead of uniting it.

Senator Nasif, Undergraduate, College of Arts & Humanities, stated that he does not believe that everyone will take part in the hand vote.

Senator Stamm, Graduate Student, College of Engineering, stated that he is against anonymous voting because constituents should understand how their representatives vote. Senators should stand behind their votes and allow constituents to decide whether they are fit to serve in the future.

Senator Kronrod, Graduate Student, College of Arts & Humanities, stated that senators represent their constituents so they should be accountable for their votes. He further stated that there are different numbers of students, faculty and staff on the senate. Ultimately, if all of the graduate students felt strongly about a particular issue, it would help administrators make future informed decisions. He stated that he supported the amendment.

Senator Soares, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that there are two issues, anonymity during the vote and general anonymity. She recommended voting with the clickers anonymously but also recording the vote for posting publicly.

Senator Xie, Undergraduate, College of Engineering, stated that the major tenet of the Senate is shared governance. We cannot have shared governance without being accountable for our votes. It would help our constituents decide how to vote in the future. He strongly supported the proposed amendment.

Mabbs asked Senator Crisalli for a clarification on her amendment, who can ask for results earlier?

Senator Crisalli explained that any Senator could request the results.

Montfort asked how an early request would be delivered via website or directly to the requestor?

Senator Crisalli responded that it could be delivered in whatever method is easiest.

Mabbs called for a vote on the amendment.

An unknown Senator asked who owns the information, who can buy it and who gets the information later.

Mabbs opened vote on the amendment.

Mabbs explained that discussion was now closed but that the senator made a valid point.

The result was a majority in favor of the amendment. **The amendment passed.**

Mabbs opened the floor to discussion on the SEC motion as amended.

Senator Fleischmann, Faculty, College of Information Studies, proposed an amendment to remove the hand vote and replace it with an oral vote and a clicker vote if needed. The amendment was seconded.

Senator Crisalli, Undergraduate, College of Behavioral & Social Sciences, asked for a clarification on whether a clicker vote could be called at any point.

Breslow, Parliamentarian, stated that it was possible to call for a clicker vote at any point.

Senator Pound, Research Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), asked how there could be accountability with just a voice vote.

Mabbs called for a vote of the amendment. The result was a majority opposed of the amendment. **The amendment failed.**

Mabbs called for a vote of the motion as amended. The result was a majority opposed to the amended motion. **The motion to change the clicker voting system failed.**

Mabbs announced that the Senate would continue to use the current clicker voting system.

**Revisions to the Plan of Organization of the College of Computer,  
Mathematical, and Natural Sciences (CMNS) (Senate Doc. No. 10-11-14)  
(Action)**

Marc Pound, Chair of the Elections, Representation, and Governance (ERG) Committee, presented the proposal to the Senate and provided background information. He explained that the committee approved the minimal changes with the understanding that a thorough review would be conducted once a new Dean was selected.

Mabbs opened the floor to discussion on the proposal.

Senator Gullickson, Faculty, inquired about the name of the new college and whether it excluded any sciences that were not 'natural'.

Chair Mabbs explained that the name was already approved at the last Senate meeting.

Dean Halperin, College of Computer, Mathematical, and Natural Sciences (CMNS), proposed an amendment to change the deadline for a thorough review of the college's Plan of Organization by the new Dean from October 1, 2011 to December 1, 2011.

Mabbs opened the floor to discussion of the amendment; hearing none, she called for a vote on the amendment. The result was a majority in favor of the amendment. **The amendment passed.**

Mabbs opened the floor to discussion of the proposal as amended; hearing none, she called for a vote on the proposal as amended. The result was a majority in favor of the proposal. **The motion to approve the amended proposal passed.**

**Special Order of the Day  
Ann Wylie  
Vice President for Administrative Affairs  
*Sustainability Update***

Mabbs introduced Ann Wylie, Vice President for Administrative Affairs, to give an update on the progress of the sustainability initiatives on campus.

Wylie gave an overview of the recent awards and recognition that the university has received as a result of its sustainability efforts. These include the 2011 Princeton Review's Green College Honor Roll, Campus Sustainability Leader on the 2010 College Sustainability Report Card, and the America's Greenest Campus Contest in 2009.

Wylie explained that the university's sustainability strategy includes focusing on infrastructure and operations, promoting sustainable behaviors, enhancing

sustainability education and research, overseeing the University Sustainability Council and Office of Sustainability, and managing the Student Sustainability Fund. The university has also made policy changes to promote sustainability. We have moved to an environmentally preferable procurement policy. We have also revised the policy on building temperature mandating that they maintain a range of 68-78 degrees and that space heaters be prohibited. We have also updated the policy on lighting levels, establishing standards recommended by IESNA and discouraging supplemental lighting.

The campus has also reduced its carbon emissions by 8.5% with a net-zero goal by 2050. In addition, we are looking into renewable energy options and storm water management and water conservation. Recycling and composting are also being promoted. Our recycling rate has already increased from 18% in 2003 to 57.4% in 2009. The campus has also made strides in its transportation efforts. Shuttle UM ridership has increased by one million "rides" between 2005 and 2009. They have also established Zimride, carpool matching, cyclists have increased and the Transportation Master Planning is now underway.

Wylie also gave an overview of the Chesapeake Project: Integrating Sustainability across the Curriculum. This is a two-day workshop that teaches faculty how to integrate sustainability into existing, non-environmental courses. 50 faculty have already participated in the May 2009 and May 2010 workshops. 56 courses have been revised to include sustainability.

Wylie encouraged the campus community to learn more about sustainability efforts at [www.sustainability.umd.edu](http://www.sustainability.umd.edu).

Mabbs opened the floor to questions.

Senator Lauer, Exempt Staff, College of Computer, Mathematical, and Natural Sciences (CMNS), stated that the Council of University System Staff (CUSS) had a proposal for tele-working. He asked where that proposal and the Purple Line stand?

Wylie responded that tele-working is handled on a case-by-case basis. It is possible and there are guidelines and forms to assist with making arrangements. There is no policy but there is recognition that it is important. She also stated that the University is supportive of the Purple Line but there is a disagreement on where the line would run. The University has commissioned an engineering evaluation of the Purple Line, which should be available in a few weeks. She will post the evaluation after it is received and offered to discuss it with the Senate.

Senator Delwiche, Faculty, College of Computer, Mathematical, and Natural Sciences (CMNS), inquired whether concrete plans have been made to change physical plant vehicles to electric vehicles.

Wylie stated that we are hoping to move to that, but it is not yet available to us. The facilities staff must go on highways from the facility at the Washington Post building so it is not possible to use electric vehicles for that trip.

Senator Celi, Faculty, College of Engineering, inquired about whether the University was considering charging stations for hybrid vehicles.

Wylie responded that they are willing to do that but will need to consider it further.

Senator Stamm, Graduate Student, College of Engineering, inquired about what happened to the recycling center in Lot 5.

Wylie responded that it was moved to a site off Metzerott Rd where construction materials are stored. It had been a public recycling site, but now that Prince Georges County handles recycling, there is not a strong need for our facility. It was used infrequently.

Mabbs thanked Wylie for her overview.

**Special Order of the Day**  
**Donna Hamilton**  
**Associate Provost and Dean for Undergraduate Studies**  
***The New General Education Program: An Update on Implementation Planning***

Mabbs introduced, Donna Hamilton, Associate Provost and Dean for Undergraduate Studies to give an update on the General Education Program implementation process.

Overview

Hamilton gave a brief overview of the key elements of the new general education plan. She explained that the new plan raises the requirements in fundamental studies, eliminates SAT exemptions in mathematics and academic writing, requires professional writing, and adds courses in analytical reasoning and oral communication. The program has four distributive studies categories, humanities, history & social sciences, natural sciences, and scholarship in practice. It also has three additional categories that may be taken on their own or double-counted including the diversity requirement (cultural competence and understanding plural societies) and the I-Series courses. Hamilton encouraged the Senate to review up-to-date information about the implementation process on the undergraduate studies website, [www.ugst.umd.edu](http://www.ugst.umd.edu).

Implementation Progress

In late May 2010, eleven implementation committees were formed with 67 people. They were charged with drafting the learning outcomes for the various categories of the new plan. These learning outcomes are posted on the undergraduate studies website. Workshops have also been scheduled for faculty this fall to review the new

areas of the plan. There has also been a request for expressions of interest for oral communication and scholarship in practice courses. Proposed offerings of classes in these categories will be heard on Friday, October 15, 2010.

A general education implementation committee has been appointed and begun its work. It is composed of three senate representatives and several associate deans who are also faculty members. They have developed a document on the faculty boards, faculty groups that will implement the general education program on a semester-by-semester basis. The I-series board has also been appointed and will start its work soon. Faculty boards for distributive studies and diversity are being appointed this week. They will all be tasked with reviewing and approving course submissions.

The Implementation Committee will also review a draft guide for faculty that lists the criteria for each course category. This document will be circulated to deans and posted. It will include basic reminders (how many courses are required in each category) and recommend that faculty consider the development of I-series courses that double-count for scholarship in practice courses. It will also clarify that approved courses will also get a CORE designation because both systems will run concurrently for a number of years.

#### Machinery

Hamilton noted that many people have raised concerns about the speed at which the implementation is moving. The Provost advised the deans that we would move forward with the current timeline until it becomes clear that we need a different schedule. On October 1, 2010, it was decided that the plan could not be implemented in Fall 2011 so the date has been changed to Fall 2012. This is largely because we have not finished finalizing some implementation details and also because faculty need more time to do the intellectual work of implementation. The Office of Information Technology (OIT) has also concluded that they cannot update the current computer systems to accommodate the new plan in time for the fall 2011 registration process. The delay provides an opportunity to focus appropriate attention on the intellectual work of curriculum development. The course submission process will open on September 1<sup>st</sup> and will continue until April 15<sup>th</sup>. Colleges will inform units of deadlines for prior college review. Course submissions can be made across this period. Faculty boards will review continuously on a rolling basis. Submissions must include all courses for general education including fundamental studies (writing, math, and analytic reasoning), distributive studies and diversity. There will be a slightly different submission process for oral communication that will be communicated separately.

#### Resources

Hamilton stated that there are concerns by faculty about resources. Professional schools are concerned about what their instructional contribution will need to be. Other colleges are concerned that they will lose funding as the professional schools take on more instructional responsibilities. We do not yet have answers for these concerns.

It is important to note that we are not adding 40 additional credits to the curriculum. Over time, the new courses will substitute for old courses. We are still assessing what instruction is needed for the new plan. It is still too early to tell without receiving all of the final proposals. For now, we need to prepare for the upcoming year with CORE. We will continue to work on the implementation.

#### Future Work

The new plan should provide more flexibility, reduce credit requirements and focus time on areas that need more attention. Hamilton encouraged everyone to have members from the implementation committee speak with their units. She looks forward to continued feedback from the campus community. The first faculty I-series seminars started this week. In addition, the CORE committee has been charged with developing a charge for the new Senate General Education Committee.

Mabbs opened the floor to questions; hearing none, she thanked Hamilton for her overview.

Mabbs explained that in light of Dr. Hamilton's update on the delay of the general education implementation until 2012, we will postpone Senate review of the committee's draft plan until the December 8, 2010 Senate meeting. Therefore, the November 17, 2010 meeting has now been canceled. The Senate will vote on the final plan at the first meeting of the spring 2011 semester.

#### **New Business**

Senator Bernstein, Undergraduate, Robert H. Smith School of Business, stated that he was working on a project to implement locking devices on classrooms and lecture halls. He stated that he was in discussions with the Facilities Master Planning Committee about this issue. He invited anyone who was interested in the issue to speak with him after the meeting.

#### **Adjournment**

Senate Chair Mabbs adjourned the meeting at 4:53 p.m.

## **Draft Mission and Goals Statement University of Maryland, College Park**

### **Summary Mission Statement**

The mission of the University of Maryland, College Park is to advance research and education excellence across the broad base of knowledge important to the State, the region, the nation, and beyond. The University of Maryland is committed to achieving excellence as the State's primary center of research and graduate education and the institution of choice for undergraduate students of exceptional ability and promise.

The University of Maryland is a public research university, the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State. It is one of 63 members of the Association of American Universities, an organization composed of the leading research universities in the United States and Canada. As the flagship of the University System of Maryland, the University shares its research, educational, cultural, and technological strengths with other institutions as well as with Maryland's citizenry. The University advances knowledge, providing outstanding and innovative instruction and nourishing a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. Indispensable to these activities is the excellence of the University's faculty, as well as the staff and students.

The University counts among its greatest strengths -- and a major component of its excellence -- the diversity of its faculty, students, and staff. It is committed to diversity and inclusiveness in the educational and work environments, where diversity is celebrated in all of the University's programs and activities. It is committed to equal educational opportunity, actively seeking to hire and retain a diverse faculty and staff of exceptional achievement and to recruit and graduate qualified students from traditionally underrepresented groups.

## **Institutional Identity**

The University of Maryland, College Park is a public research university, the flagship campus of the University System of Maryland (USM), and the original 1862 land-grant institution in the State. As a Carnegie Doctoral/Research University (classified as Very High Research Activity), the University ranks among the very best public research universities in the United States. To continue to realize its aspirations and fulfill its mandates, the University advances knowledge, provides outstanding and innovative instruction, and nourishes a climate of intellectual growth in a broad range of academic disciplines and interdisciplinary fields. It also creates and applies knowledge for the benefit of the economy and culture of the State, the region, the nation, and beyond. The University strives for excellence in all its activities, including academics, the performing arts, and intercollegiate athletics.

As the flagship of the University System of Maryland, the University shares its research, educational, cultural, and technological strengths with other institutions and their constituencies in the USM and throughout the State. The University's information technology infrastructure serves many audiences, and all state institutions have access to the University's libraries. In conjunction with the University of Maryland Eastern Shore, the University serves the State's agricultural needs through the University of Maryland Extension and the Maryland Agricultural Experiment Station. The University provides professional training for both degree and non-degree seeking students, consistent with its research mission and core competencies. Aided by technology, the University provides selected quality academic programs to audiences worldwide to share its knowledge and extend educational opportunities. The University also provides administrative support to other USM institutions in the areas of accounting, communications, engineering and architectural services, environmental safety, personnel management, and purchasing.

The University offers a wide range of bachelor's, master's, and doctoral degrees, providing a challenging and rewarding education to all students. MS and Ph.D. programs and postdoctoral mentoring deliver training at the highest levels, engaging outstanding students and new young investigators in scholarship and research conducted alongside faculty mentors who are leaders in their fields. Degree programs are offered in agriculture and natural resources; architecture; the behavioral and social sciences; business and management; computer, mathematical and natural sciences; the creative and performing arts; education; engineering; the humanities; journalism; information studies; public affairs; and public health. The University's faculty consistently achieve national and international renown for their research and scholarship, are innovative and creative teachers, and serve society by sharing their expertise within the State and beyond. The highly-qualified academic, professional, and non-exempt members of the staff provide both support and leadership for the University's educational, research, and service activities. The University embraces the principles of shared governance through its University Senate and a diverse collection of councils and committees that enable all constituencies to participate in deliberation and policy setting, a process promoting shared commitment to University goals.

The University counts among its greatest strengths -- and a major component of its excellence -- the diversity of its faculty, students, and staff. It is committed to diversity and

inclusiveness in the educational and work environments, where diversity is celebrated in all of the University's programs and activities. It is committed to equal educational opportunity, actively seeking to hire and retain a diverse faculty and staff of exceptional achievement and to recruit and graduate qualified from traditionally underrepresented groups.

### **Institutional Capabilities**

The University of Maryland has a clear vision of its role as a nationally distinguished public research university, and is committed to integrating its research activities into teaching and scholarship at all levels. Public service extends this focus to addressing challenges and policy issues in the State and beyond. To achieve the goals underlying this vision, the University expects to perform and be funded at the level of the public research institutions that have historically been among the very best. Five such AAU members serve as the University's peers: the University of California-Berkeley, the University of California-Los Angeles, the University of Illinois at Urbana-Champaign, the University of Michigan-Ann Arbor, and the University of North Carolina-Chapel Hill. With a large number of nationally ranked graduate programs, a distinguished faculty, and research leading to the discovery of knowledge, the University provides graduate education at the forefront of research and scholarship to highly qualified students. Its growing professional master's degree programs provide well-trained leaders to meet the State's work force needs.

The University provides enriching and challenging undergraduate educational experiences. The University's new general education program encourages students to study large societal problems from defined disciplinary and interdisciplinary perspectives, and ensures training in written and oral communication, basic mathematics, and cultural competency. Opportunities for student-centered learning include nationally renowned living-learning communities such as College Park Scholars and the Honors College; intensive and innovative programs such as Gemstone and Civicus; and internships, research experiences, and community service. Education programs contribute to critical work force goals identified in the 2009 Maryland State Plan for Postsecondary Education. Enrollment and degrees granted at all levels in the University's science, technology, engineering and mathematics programs (STEM) are growing, supported by increased student interest, active recruiting, and outstanding teaching. The University is expanding its training of STEM teachers, aided by new approaches to teacher certification. Programs in public and community health in the recently accredited Maryland School of Public Health are expanding rapidly, meeting a critical need in the State's labor force.

The University of Maryland serves as a hub of knowledge from which flow cultural, intellectual, and economic benefits to the State and region. It shares its research, educational, and technological strengths with businesses, government, and other educational institutions. Because of the depth of knowledge possessed by faculty across many disciplines, the University of Maryland is uniquely positioned to forge relationships with corporations, non-profit organizations, other educational institutions, local school districts, and major federal agencies, laboratories, and departments. Recent partnership agreements with Lockheed-Martin, NASA's Goddard Space Flight Center, the National Cancer Institute, and the Smithsonian Institution support research and training for graduate and undergraduate

students. The Institute for Bioscience and Biotechnology provides a unique opportunity for further collaboration between the University, the University of Maryland, Baltimore, and the National Institute of Standards and Technology, supporting development of biotechnology in the State. The Maryland Technology Enterprise Institute supports business in its Maryland Industrial Partnership Program and provides educational programs and other assistance to support technology entrepreneurs.

The University of Maryland is strong across many disciplines. It is at the forefront of advancing knowledge in areas that increasingly depend on multi-disciplinary approaches, including energy, the environment, health, climate change, food safety, security, and information sciences. Faculty are leaders in the preservation and interpretation of history and culture, and innovators in the creative and performing arts. The University is expanding its engagement in the global community, building partnerships with leading institutions and expanding study abroad opportunities to help prepare its student to live and be leaders in the new global economy. The University is at the forefront of research on teaching and learning that contributes to educational reform in the State and the nation, provides future administrators and teachers with up-to-date knowledge of the best pedagogical methods in an extremely diverse educational system, and is providing innovative pathways to teacher certification.

## **Institutional Objectives and Outcomes**

In accordance with the 2009 Maryland State Plan for Postsecondary Education, the USM Strategic Plan, and the University of Maryland, College Park Strategic Plan, the University will pursue the following objectives.

### **I. Undergraduate Education**

The University will continue to elevate the quality and accessibility of undergraduate education, with programs that are comprehensive and challenging, and that will serve students well as a foundation for the workplace or advanced study, and for a productive and fulfilling life. The University will also continue efforts to attract larger numbers of academically talented students, enroll more students from traditionally underrepresented groups, and become the school of choice for more of the highest achieving students graduating from Maryland high schools.

Objectives:

1. Continue to develop and implement a new, forward-looking general education curriculum, one that enhances the fundamental skills of written and oral communication and analytical thinking, and that prepares students effectively for the complexities of life in an increasingly global environment. This new curriculum will provide students with opportunities to develop cultural competence, to recognize human differences, and to appreciate their intersection in plural societies.
2. Continue to improve our undergraduate programs through implementation of campus, program, and course-level learning outcomes assessments.
3. Continue to enhance opportunities for learning outside the classroom through research projects, service learning opportunities, and internships.
4. Provide undergraduates in the arts and sciences, but particularly within STEM disciplines, with flexible opportunities to acquire Teacher Certification, either as part of their B.A. or B.S. degrees, or as part of a fast-track master's certification in education.
5. Continue to increase the enrollments in our undergraduate programs at the Universities at Shady Grove, through partnerships with community colleges.
6. Enhance opportunities for global engagement by increasing the enrollment of international undergraduate students, and increasing opportunities for students to participate in outstanding and enriching international programs.
7. Increase the number of the highest achieving Maryland high school graduates the University enrolls, and increase the percentage of undergraduate students from traditionally underrepresented groups.
8. Increase the retention and graduation rates of all undergraduate students.

9. Increase the use of technology in instruction through the development of courses and programs delivered in hybrid, asynchronous, and online learning formats.
10. Increase the amount and flexibility of financial aid available to students, with the goals of increasing accessibility and reducing the debt burden of our graduates.

## **II. Graduate Education and Research**

The University of Maryland will continue to provide the highest quality graduate and professional education at all levels. The University strives to be recognized as a world center for the creation and dissemination of knowledge across all disciplines, addressing major societal issues and expanding the frontiers of knowledge that will place us among the very finest research universities in the nation and the world. We will enroll and educate students who excel in academic achievement and exhibit the promise of outstanding creativity, and whose diversity will contribute to the vigor, scope, and intellectual excitement of our programs

Objectives:

1. Increase the number and proportion of our faculty who are regarded by their national and international peers as among the best in their disciplines.
2. Enhance the eminence of all of our research and graduate programs, increasing the number of programs recognized at the highest levels of excellence.
3. Continue to expand the number of Ph.D. programs known for their commitment to excellence and for their comprehensive approach to graduate study, an approach that includes the recruitment, mentoring, career preparation, and placement of outstanding and diverse graduate students.
4. Maintain excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity.
5. Maintain excellent mentoring and training programs for post-doctoral researchers.
6. Expand interdisciplinary research and educational programs that address major intellectual and policy issues of critical importance.
7. Continue to develop and facilitate access to scholarly information in all formats to support cutting-edge research, scholarship, teaching, and learning.

## **III. Diversity and Inclusion**

The University commits itself to the principle that living and working in a community that celebrates diversity contributes to the vitality and quality of the educational experience, and prepares students to excel in an increasingly diverse workplace and global community.

Objectives:

1. Continue to create an ethnically, culturally, and racially diverse community by achieving an enrollment that includes at least 35% of undergraduate students from underrepresented groups through increased recruitment and retention.
2. Develop recruitment and retention strategies to increase the diversity of our faculty and staff.
3. Continue to develop initiatives to build a greater sense of community among faculty, staff, students, and alumni.
4. Continue to improve facilities and opportunities for students, faculty, and staff with disabilities by enhancing both academic support and access to campus buildings, classrooms, and equipment.

#### **IV. University Outreach, Partnerships, and Engagement**

The University will engage fully in outreach and collaborative partnerships, extending its scholarly reach beyond the campus and promoting economic development and the quality of life in the College Park community and in the State. The University will expand the international reach of its programs, creating collaborations world-wide that enhance learning opportunities for students and expand the visibility of the University as a globally engaged institution. Expanding relationships with the University family of friends and alumni will create opportunities for students, benefits to alumni from access to campus expertise, and increased giving in support of the University's mission.

Objectives:

1. Extend the scholarly reach of our campus by forming strong collaborations and partnerships with other research universities, corporations, non-profit and community-based organizations, and State, federal, and international agencies.
2. Continue to extend our learning community beyond the campus boundaries through the development of programs that fill demonstrated needs for the State and are consistent with the objectives of our academic programs.
3. Continue to help develop the College Park community near the campus into an attractive location for the academic community and for local residents and businesses.
4. Increase the scope, impact, and success of the University's international programs, partnerships, and collaborations.
5. Expand the University's family of friends and alumni by developing more opportunities to attract them to the campus and by communicating effectively our pride in the University's accomplishments.
6. Continue to increase the engagement of alumni and friends in support of students, through internships and other interactions on and off the campus.

## **V. Improving University Infrastructure and Resources**

The University will ensure an administrative, operational, and physical infrastructure that fully supports a first-class university, committing to the highest standards for efficient and effective use of resources. This includes supporting an information technology infrastructure that provides the tools for faculty and staff to excel in their research and scholarship and to utilize innovative approaches to teaching and learning; developing the University's physical facilities so as to meet the needs of a leading research university; and ensuring that campus administrative operations provide first-class support of the academic mission.

### Objectives:

1. Continue to develop and maintain an infrastructure that provides the level of performance necessary for our faculty and staff to excel in their research and scholarship.
2. Continue to upgrade and modernize classrooms to facilitate innovative and cutting-edge approaches to teaching and learning.
3. Further develop the University's physical facilities so that they fully meet the needs of a leading research university.
4. Increase campus efficiency in use of energy and other resources, and promote research and educational activities that contribute to long term economic and environmental sustainability for the campus.
5. Ensure that the administrative operations of all campus units, including academic units, provide responsive, customer-oriented service to all of the University's constituencies.
6. Continue to build a human resources infrastructure that supports effective recruiting and retention of an outstanding staff and provides first-class support of the University's academic mission.
7. Continue to reallocate resources each year to support strategic initiatives that advance progress toward the University's overall goals for excellence.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-22
<b>PCC ID #:</b>	10000
<b>Title:</b>	Proposal to Establish a Bachelor of Science Degree Program in Middle School Education
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	October 27, 2010
<b>Date of Senate Review:</b>	November 11, 2010
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The College of Education and the Department of Curriculum and Instruction wish to establish a new Bachelor of Science degree program in Middle School Education.</p> <p>Preparation of middle school teachers has been identified by the State as a major need in Maryland public schools. Increased attention has also turned to Science, Technology, Engineering and Math (STEM) education initiatives at the national, state, and local levels, and the University System of Maryland has identified STEM education as a high priority. It is an institutional objective of the University of Maryland to provide increased opportunities for teacher certification through Bachelor degree programs or as part of a Master's Certification program. The proposed Bachelor of Science in Middle School Education, which focuses on math and science, will prepare candidates to meet the Maryland State Department of Education requirements for certification in grades 4 through 9.</p> <p>The curriculum will provide a balanced program of mathematics and science content accompanied by pedagogical preparation designed specifically to address teaching and learning in middle</p>

	<p>school. In mathematics education, the content standards for teachers call for knowledge in mathematical problem solving, reasoning and proof, mathematical connections, mathematical representation, number and operation, algebra and geometry, data analysis, statistics and probability, and measurement. The six mathematics courses required in this program focus on these topics, including three courses tailored to this cohort. The science curriculum includes six courses from our current programs in biology, physics, chemistry, geology, atmospheric and ocean science, and geology, with options in plant and soil science or astronomy. These curricula align with the standards set by the National Council for Teachers of Mathematics and National Science Teachers Association. The education curriculum aligns with standards set by the National Middle School Association.</p> <p>The program is expected to attract about 20-30 students per year, drawing primarily from our current program in Elementary Education, which produces about 90-120 majors per year. A proportionate amount of funding will be reallocated from the Elementary Education program to the Middle School program in order to cover most of the expenditures related to the program.</p> <p>The Senate PCC committee approved the proposal at its meeting on October 15, 2010. The Academic Planning Advisory Committee approved the proposal on September 30, 2010.</p>
<b>Relevant Policy # &amp; URL:</b>	
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
<b>Committee Work:</b>	The Committee considered the proposal at its meeting on October 15, 2010. Professor Linda Valli of the Department of Curriculum and Instruction presented the proposal to the committee and responded to questions. After discussion, the Committee voted unanimously to recommend the proposal.
<b>Alternatives:</b>	The Senate could decline to approve the proposed program.
<b>Risks:</b>	If the Senate does not approve the proposed program, the University will lose an opportunity to serve the State of Maryland by better preparing middle school teachers of math and science.

<b>Financial Implications:</b>	There are no significant financial implications with this proposal. Resources will be drawn primarily from a redirection of effort within the College of Education, with a small enhancement for new courses in mathematics.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

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

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

10000

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

**College/School: College of Education**

College/School Unit Code-First 8 digits: 01203100

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program: Curriculum and Instruction**

Department/Program Unit code-Last 7 digits: 1310901

**Type of Action (choose one):**

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

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

**Summary of Proposed Action:**

Establish a new degree program: Bachelor of Science in Middle School Education: Science and Mathematics

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

1. Department Committee Chair Wayne Slater 9/9/10 Wayne Slater
2. Department Chair Francine Hultgren ~~Francine Hultgren~~ 9-9-10
3. College/School PCC Chair ~~Steph~~ Robert G. Coninger ~~Frank G. Coninger~~ 9-10-10
4. Dean Stephen Kozick ~~Steph~~ 9/10/10
5. Anna L. Wiseman 9/10/2010
6. Chair, Senate PCC David Galness 10/15/10
7. University Senate Chair (if required) \_\_\_\_\_
8. Vice President for Academic Affairs & Provost \_\_\_\_\_

PROPOSAL FOR NEW INSTRUCTIONAL PROGRAM  
UNIVERSITY OF MARYLAND, COLLEGE PARK

**Bachelor of Science in Middle School Education:  
Science and Mathematics**

COLLEGE OF EDUCATION  
DEAN DONNA WISEMAN  
KIND OF DEGREE: BACHELOR OF SCIENCE  
Proposed Initiation Date: Fall 2012

**I. Overview and Rationale**

**A. Briefly describe the nature of the proposed program and explain why the institution should offer it.**

The proposed program would create a Bachelor of Science degree in middle school education with a mathematics and science area of concentration that would prepare candidates for Maryland state certification for the middle-level grades. Preparation of middle school teachers has been identified by State Superintendent of Schools Nancy S. Grasmick as a major need in Maryland public schools. The Maryland State Board of Education approved certification regulations for the middle years in July 2005, while the State's Professional Standards and Teacher Education Board adopted the regulations the following month. As of September 24, 2009, the only Maryland institution the MSDE website has posted as having an accredited middle school certification program is Stevenson College. And, despite the national pattern of licensing teachers at the middle school level, only two universities from the 2009 *U.S. News & World Report* top ten specialty ranking in Curriculum and Instruction (U-Georgia and Ohio State) and only one University of Maryland peer institution (U-North Carolina) have middle school programs. As the flagship institution of the state university system, the University of Maryland, College Park should be at the forefront of national efforts to design model teacher preparation programs for the middle-level grades.

In addition to the needs for teachers prepared for the middle grades, increased attention has turned to Science, Technology, Engineering and Math (STEM) education initiatives at the national, state, and local levels, and the University of Maryland System has identified STEM education as a high priority. The proposed program would focus on preparing candidates to teach middle-level mathematics and science by providing a balanced program of mathematics and science content accompanied by pedagogical preparation designed specifically to address teaching and learning in middle school.

Currently, both the mathematics and science education programs do prepare candidates who wish to teach middle school, but this is done within the confines of the existing secondary education programs. As a result, candidates must complete an entire major in either mathematics or science, which leaves little opportunity to get adequate content preparation to teach both in middle school. In addition, secondary programs only prepare teachers for Grades 7-12, while this program would prepare teachers for the middle grades specified by the Maryland State Department of Education (MSDE): Grades 4-9. The state requires that prospective middle school teachers who seek certification through a program must prepare to qualify in two content areas (from among mathematics, science, language arts, social studies). In the future, the Department of Curriculum and Instruction (EDCI) may develop additional plans for middle school certification

July 20, 2010

in mathematics or science and one of the two other areas. However EDCI foresees that one of the areas will always be in STEM. Here we propose only the mathematics and science combination.

The proposed program would require mathematics and science content that would provide substantive content preparation for candidates to teach the middle grades in both subjects. Furthermore, the program would also attract candidates, currently in the elementary education program, who wish to become highly qualified to teach middle school mathematics and science. The demands of the existing elementary education program make it difficult for candidates to receive adequate content preparation in particular subject areas. The proposed program would thus draw from both the current elementary and secondary education programs, attracting candidates from both pools who are primarily interested in teaching middle school mathematics and science.

The program we propose builds upon the best of professional standards, the models at the University of Georgia, Ohio State University, and the University of North Carolina, and our own long history of innovative, research-based teacher preparation. In keeping with NMSA standards, each of the other three universities emphasizes the needs of the middle school learner and the importance of teachers having depth of subject matter knowledge in two areas. We go further by designing coursework that explicitly requires middle school teacher candidates to integrate curriculum across traditional disciplinary boundaries by using innovative technologies and working collaboratively with fellow teachers. In addition, we draw on the expertise and findings from research grants of our own faculty to help prospective teachers find ways of accessing and assessing student thinking in order to promote cognitive growth and equitable classroom environments, especially for English language learners and special needs students.

**B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?**

The program is expected to attract 20-30 students per year. It will draw from current elementary education candidates who are interested in teaching middle school mathematics and science and prospective secondary science and mathematics education candidates who do not want to commit to a full content major in either subject. Additionally, the program will attract students from other pre-professional tracks (e.g., pre-med students or engineering students) who have decided to leave those tracks and are interested in teaching. A survey queried students in the Fall 2009 senior level Methods classes as to their interest in enrolling in a Middle School program if it were available. With responses from 85 of 98 students polled online, the option, "Yes... I want to be a Middle School Teacher so I would have applied to be a Middle School major," was selected by 12% of the students. An additional 19% checked the response, "Maybe. I would have looked into it, but I'm not sure if I would have applied to be a Middle School major." We feel these percents are somewhat inflated, since the respondents lacked knowledge of the number of mathematics and science credits proposed in the program. Nevertheless it signals an interest on the part of students in the Middle School option. Since our Secondary Education program has moved to a single placement (either high school or middle school) for the spring of their year-long internship, PDS coordinators report that a very small percent request middle school placements. For example, of the last 20 Secondary Education Science majors, two requested middle school placements. These numbers exclude many potential students who would not wish to complete a major in science or in mathematics and thus do not appear in our secondary preservice population, but who would complete the mathematics and science courses for the degree being proposed.

## II. CURRICULUM

### **A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.**

The Middle School Education Program (Mathematics and Science Concentration) is designed to prepare candidates to earn a Bachelor of Science degree and to meet the MSDE requirements for certification in grades 4-9, with a specific focus on mathematics and science teaching. The program prepares reflective practitioners, skilled in inquiry, with the knowledge of content, pedagogy and student learning necessary for teaching middle school mathematics and science in alignment with the National Middle School Association (NMSA), National Council for Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA) standards, and the College of Education Conceptual Framework. The subject matter courses in mathematics and science are closely aligned with the State of Maryland Middle School Voluntary State Curriculum, which is based on professional association (e.g., NSTA and NCTM) content standards.

The subject matter courses in mathematics and science are indicated in Appendix A. EDCI has worked closely with the Mathematics department in the College of Computer, Mathematical and Physical Sciences (CMPS) and with life-sciences faculty in the College of Chemical and Life Sciences (CLFS). Letters of support are attached as Appendix B.

In mathematics education, the content standards for teachers call for knowledge in mathematical problem solving, reasoning and proof, mathematical connections, mathematical representation, number and operation, algebra and geometry, data analysis, statistics and probability, and measurement. The six courses required in this program focus on these topics. The remaining two knowledge areas that NCTM lists for middle school teachers—calculus and discrete mathematics—are treated implicitly and at a level appropriate for middle-grade teachers. For example, several of the courses, but especially Math 315, deal with the conceptual ideas behind calculus: how quantities change, and their rates of change. Similarly, the fundamental ideas of discrete mathematics (i.e., combinatorics, recursion, and finite graphs) are distributed across and contained within the other content standards that the courses address. In science education, the content NSTA standards call for middle grades teachers to have background in chemical, and physical, life, and earth/space sciences. This program requires students to have courses in each of those areas.

Program requirements are listed below. Those College of Education departments other than EDCI, namely Human Development (EDHD) and Education Policy Studies (EDPS), that are responsible for courses listed as requirements for this program, have also indicated their support, as included in Appendix B.

Appendix C includes a plan indicating how this program might be completed in four years.

**List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.**

<b>Pre-Professional/Subject Area Courses</b>	<b>Credits</b>
GEOL 100/110 Physical Geology and Laboratory	4
PHYS 115 Inquiry into Physics or PHYS 121 Fundamentals of Physics I	4
BSCI 103 The World of Biology or BSCI 105 Principles of Biology I or BSCI 122 Microbes in Society	4
CHEM 131/132 Fundamentals of General Chemistry and Laboratory	4
AOSC 200/201 Weather and Climate with Laboratory	4
MATH 212 Elements of Numbers and Operations	3
MATH 213 Elements of Geometry and Measurement	3
MATH 214 Elements of Probability and Statistics	3
*MATH 312 Mathematical Reasoning and Proof for Pre-service Middle School Teachers (new course)	3
*MATH 314 Introduction to Probability, Data Analysis, and Statistics for Pre-Service Middle School Teachers (new course)	3
*MATH 315 Algebra for Pre-Service Middle School Teacher (new course)	3
<i>One from:</i>	3-4
ANTH 220 Introduction to Biological Anthropology	
ASTR 100/111 Introduction to Astronomy and Observational Astronomy Laboratory or ASTR 101 General Astronomy	
ASTR 121 Introductory Astrophysics II – Stars and Beyond	
BSCI I06 Principles of Biology II	
BSCI 120 Insects	
BSCI 124/125 Plant Biology and Laboratory for Non-Science Students	
CHEM 104 Fundamentals of Organic and Biochemistry	
ENST 200 Fundamentals of Soil Science	
GEOG 201/211 Geography of Environmental Systems and Laboratory	
PHYS 102/103 Physics of Music and Laboratory	
PHYS 106/107 Light, Perception, Photography, and Visual Phenomena and Laboratory	
PLSC 100 Introduction to Horticulture	
PLSC 101 Introductory Crop Science	
<b>Subtotal</b>	<b>41-42</b>
<b>Pre-Professional Education Courses</b>	
EDPS 210 Historical and Philosophical Perspectives on Education or EDPS 301 Foundations of Education	3
EDCI 280 Introduction to Teaching**	3
EDCI 297 Schooling, Students, Families, and Communities (new course, approved)	3
EDHD 4XX Adolescent Development (a middle school version of EDHD 413)	3
*EDHD 436 Cognition and Motivation in Reading: Reading Acquisition for Middle School Students (new course being proposed)	3
*EDCI 465 Teaching Reading in Middle School Content Areas (new course Proposed)	3

**Subtotal** **18**

**Professional Education Courses**

*EDCI 360 Field Experience in Middle School Education (new course, proposed)	1
EDCI 411 Knowledge, Reasoning, and Learning in Science	3
EDCI 413 Interdisciplinary Middle School Teaching Methods (new course, approved)	2
EDCI 414 Interdisciplinary Middle School Teaching Methods II (new course, approved)	2
EDCI 424 Equitable Classrooms (new course, approved)	2
EDCI 425 Equity and Pedagogy (new course, approved)	2
EDCI 457 Teaching and Learning Middle School Mathematics	3
*EDCI 460 Student Teaching: Middle School (course title change)	12
EDCI 474 Inclusion, Diversity, and Professionalism in Secondary Teaching	2
<b>Subtotal</b>	<b>29</b>

**Total** **88-89**

*\* Courses in the process of approval. See Appendix D for descriptions.*

*\*\* EDCI 280 to provide field experiences in grades through grade 12.. Currently field experiences are almost all in elementary school, This lists a new title to be proposed.*

**B. Describe any selective admissions policy or special criteria for students selecting this field of study.**

The College of Education has a selective admissions program for all education majors. First a prospective student needs to apply and be admitted as an undergraduate student to the University of Maryland. Next, the student will be considered a pre-major until she or he meets the admission requirements of the College. To be admitted to the College of Education students must meet the following criteria:

1. Completion of 45 credits or more
2. Cumulative grade-point average of . 2.50 with at least one semester's grades (12 - 15 semester hours) from UM
3. Completion of freshman English composition with a "C" or better
4. Completion of a freshman level math course (equivalent of MATH 110 or higher) with a "C" or better
5. Completion of the Praxis I exam

**III. STUDENT LEARNING OUTCOMES AND ASSESSMENT**

The program’s learning outcomes are driven by the National Middle School Association (NMSA) standards, and aligned with the College of Education Conceptual Framework. The chart in Appendix E summarizes the program’s learning outcomes and where and how the outcomes are assessed.

#### **IV. FACULTY AND ORGANIZATION**

##### **A. Who will provide academic direction and oversight for the program? [**

The directors of the EDCI Center for Mathematics Education and the Science Teaching Center will be responsible for the academic direction and oversight for this program. A clinical faculty member in the mathematics education unit, will be primarily responsible for day-to-day administration of the program, with support from The Director of Undergraduate Advising, and Chair of the Department of Curriculum and Instruction. The Teacher Preparation Leadership committee has the responsibility for oversight of all teacher education programs in the department.

##### **B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.**

The program will be housed in EDCI.

#### **V. OFF CAMPUS PROGRAMS**

The program will not be offered off campus.

#### **VI. OTHER ISSUES**

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

The program will join the University of Maryland Professional Development Schools (PDS) network. In cooperation with PDS coordinators, site coordinators, and mentor teachers, program administrators will work to ensure that candidates are placed in student teaching positions that afford them the opportunity to teach both mathematics and science in middle school.

##### **B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?**

Using NMSA standards, the program will seek accreditation from NCATE/MSDE. The program is intended to prepare graduates for middle-level certification in the state of Maryland. These goals have guided the development of the program such that NMSA and MSDE standards have influenced the learning outcomes of the program and development of new courses (particularly EDCI 413 and 414).

#### **VII. COMMITMENT TO DIVERSITY**

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

Recruitment for the program will focus on students in elementary education or in STEM related academic departments, specifically targeting populations of students who are traditionally under-represented in middle school teaching. Additionally, we will recruit candidates from community

colleges who are planning to transfer to the University. Retention will be enhanced by mandatory advising, and by creating early opportunities (e.g., early field experiences such as in EDCI 280, tutoring via America Counts) for candidates to become accustomed to middle-level students and the organization and administration of middle schools.

**VIII. REQUIRED PHYSICAL RESOURCES**

Existing physical resources are adequate to support the proposed program. The small size of the program relative to the size of existing programs administered by EDCI means that the program will have minimal impact on the use of existing facilities and equipment. Additionally, as this program draws on resources currently used in the elementary and secondary programs, there are sufficient curriculum and library resources available. The required library staff evaluation letter is attached as Appendix F.

**IX. RESOURCE NEEDS and SOURCES**

- A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.**

Cooperative work between EDCI faculty and UM Mathematics Department Faculty has over the past two years led to the development of three 3-credit mathematics courses for prospective middle school teachers (MATH 312, 314, and 315). We understand that these courses are currently making their way through the department and campus program review process.

Four new semester-long 2-credit courses are being designed for this program (EDCI 424/425 and EDCI 413/414) and one semester-long 3-credit course (EDCI 297). These five courses have been approved at the campus level. A one-credit field experience course, EDCI 360, has also been developed. These courses have been approved by the College of Education PCC.

We are proposing two new reading courses that parallel to the existing EDHD 426 and EDCI 463. The new courses, tentatively EDHD 436 and EDCI 465, will emphasize those issues most relevant to middle school learners. We intend to offer one section of these courses each year, We are seeking to have EDCI 465 approved for teaching on a “shared” basis with EDCI 463, if needed to avoid unduly restricting students’ schedules.

EDHD has agreed to develop a course parallel to EDHD 413 (Adolescent Development) but to deal specifically with middle school child development issues.

**Costs of New Program by Department**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4 and ff</b>
<b>EDCI-Total*</b>	\$ 19,500	\$52,500	\$112,240	\$112,240
<b>EDHD</b>	0	\$19,500	\$19,500	\$19,500
<b>EDPS</b>	\$9,750	\$9,750	\$9,750	\$9,750
<b>MATH</b>	\$9,750	\$29,250	\$29,250	\$29,250
<b>TOTAL</b>	<b>39,000</b>	<b>\$111,020</b>	<b>\$ 170,740</b>	<b>170,740</b>

\* Course Instructors and supervision

It is our expectation that, at least initially, students in the program will not be new to the university but instead will come from our existing Elementary Education program or possibly the Secondary Education programs. We have therefore constructed a budget that assumes no new tuition resources. Within the College of Education, resources will be reallocated to support the education portions of the curriculum, based on projected shifts of students among these majors. Under the assumption that each cohort will be about 25 students, 11 EDCI course sections (40 credits) currently provided for Elementary Education majors will be discontinued and replaced with 12 sections (38 credits) in the new curriculum. Somewhat smaller shifts will be required in EDHD and EDPS. The number of sections dropped and the number of sections added by elimination of one group of elementary education majors and the addition of one group of middle school majors is shown in the table below. The only reallocation needed outside the College of Education will be the new sections for the MATH department. Estimated costs (not allowing for inflation) for the three start-up and fully operational years are included in the financial tables in Appendix G.

<b>Department</b>	<b>Course Sections Dropped</b>	<b>Course Sections Added</b>	<b>Net Gain/Loss</b>
EDCI	11 (40 credits)	12 (38 credits)	-2 credits*
EDHD	2 ( 6 credits)	2 (6 credits)	0
EDPS	1 (3 credits)	1 (3 credits)	0
MATH	0, Math 212, 213 and 214 are required in the Middle School Program.	3 ( 9 credits)	+9

The projected cost of a new middle school program is modest for one that has the potential to enhance STEM initiatives on campus and prepare substantially more teachers with math/science expertise. While expenditures in the first two years are slightly over the amount reallocated, the third and future year differences are in the other direction. Over the first five years total expenditures amount to \$662,240 while reallocation of resources will provide \$662,750.

We anticipate being able to staff the new courses with existing tenure-line and full-time clinical faculty. Advanced graduate students are also available to serve as the instructor of record and even beginning graduate students can often supervise field placements.

**A. Identify the source to pay for the required physical resources identified in Section VIII above.**

Not Applicable

**B. List any other required resources and the anticipated source for them.**

None

**C. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).**

See Appendix G.

**Appendix A**

**Content Course Requirements for Middle School Science Teaching Program  
Alignment with Maryland Voluntary State Curriculum**

<b>Course</b>	<b>Description</b>	<b>Mapped to Maryland Voluntary State Curriculum for Middle School</b>
AOSC 200/201 Weather and Climate and Laboratory**	Weather observations, weather map analysis, use of the Internet, forecasting practice and climate modeling.	2.3 The student will explain how the transfer of energy and matter affect Earth systems.  6.1 The student will explain how matter and energy move through the biosphere (lithosphere, hydrosphere, atmosphere and organisms).
GEOL 100/110 Physical Geology and Laboratory**	A general survey of the rocks and minerals composing the earth, its surface features and the agents that form them, and the dynamic forces of plate tectonics.	2.1 The student will identify and describe techniques used to investigate the universe and Earth.  2.2 The student will describe and apply the concept of natural forces and apply them to the study of Earth/Space Science. Indicator  2.4 The student will analyze the dynamic nature of the geosphere.  2.5 The student will investigate methods that geologists use to determine the history of Earth.
PHYS 115 Inquiry into Physics	Use of laboratory-based and inquiry-based methods to study some of the basic ideas of physical sciences.	5.1 The student will know and apply the laws of mechanics to explain the behavior of the physical world.  5.2 The student will know and apply the laws of electricity and magnetism and explain their significant role in nature and technology.  5.3 The student will recognize and relate the laws of thermodynamics to practical applications.  5.4 The student will explain and demonstrate how vibrations and waves provide a model for our understanding of various physical phenomena.

*Chart continues on next page.*

<p>BSCI 103 World of Biology</p> <p>or</p> <p>BSCI 105 or 106: Principles of Bio I &amp; II</p> <p>or</p> <p>BSCI 122: Microbes in Society</p>	<p>Molecular biology, cell biology, evolution &amp; organismal biology.</p> <p>Cellular and molecular biology; Organismic, ecological and evolutionary biology.</p> <p>Microbiology lens to introduce students to biology that they encounter in everyday life including microbes, plants, and animals including humans.</p>	<p>3.1 The student will be able to explain the correlation between the structure and function of biologically important molecules and their relationship to cell processes.</p> <p>3.2 The student will demonstrate an understanding that all organisms are composed of cells that can function independently or as part of multicellular organisms.</p> <p>3.3 The student will analyze how traits are inherited and passed on from one generation to another.</p> <p>3.4 The student will explain the mechanism of evolutionary change.</p> <p>3.5 The student will investigate the interdependence of diverse living organisms and their interactions with the components of the biosphere.</p> <p>6.2 The student will investigate the interdependence of organisms within their biotic environment.</p>
<p>CHEM 131/132 Chemistry I - Fundamentals of General Chemistry and Laboratory** (formerly CHEM 103)</p>	<p>The Periodic Table, inorganic substances, ionic and covalent bonding, bulk properties of materials, chemical equilibrium, and quantitative chemistry.</p>	<p>4.1 The student will explain that atoms have structure and this structure serves as the basis for the properties of elements and the bonds that they form. Indicator</p> <p>4.2 The student will explain how the properties of compounds are related to the arrangement and type of atoms they contain.</p> <p>4.3 The student will apply the basic concepts of thermodynamics (thermochemistry) to phases of matter and phase and chemical changes.</p> <p>4.4 The student will explain how and why substances are represented by formulas.</p> <p>4.5 The student will explain that matter undergoes transformations, resulting in products that are different from the reactants.</p>

Electives (Choose two of the following): ASTR 100/111; ASTR 101; ASTR 121; GEOG 201/211; PHYS 102/103; PHYS 106/107; PHYS 117; ANTH 220; BSCI 122; BSCI 124/125; BSCI 224; CHEM 104; ENST 200; PLSC 100; PLSC 101; AOSC 200; GEOL 124; BSCI 120; PHYS 105; ENEE 132; ENMA 150

**Content Course Requirements for Middle School Mathematics Teaching Program**

<b>Course</b>	<b>Description</b>	<b>Mapped to Maryland Voluntary State Curriculum for Middle School</b>
MATH 212 Elements of Number and Operations	Topics from algebra and number theory designed to provide insight into arithmetic: sets, functions, number systems, number theory; operations with natural numbers, integers, rational numbers; linear equations.	6.A.1 Apply knowledge of rational numbers and place value 6.B.1 Apply number relationships 6.C.1 Analyze number relations and compute 6.C.2 Estimation 6.C.3 Analyze ratios, proportions, or percents
MATH 213 Elements of Geometry and Measurement	Properties of geometric objects in two and three dimensions; parallel lines, curves and polygons; ratio, proportion, similarity; transformational geometry and measurement, constructions, justifications and proofs.	2.A.1 Analyze the properties of plane geometric figures 2.A.2 Analyze geometric relationships 2.C.1 Represent plane geometric figures 2.D.1 Analyze congruent figures 2.E.1 Analyze a transformation on a coordinate plane 3.B.1 Measure in customary and metric units 3.B.2 Measure angles in polygons 3.C.1 Estimate and apply measurement formulas 3.C.2 Analyze measurement relationships
MATH 214 Elements of Probability and Statistics	Permutations and combinations; probability; collecting and representing data; using statistics to analyze and interpret data.	4.A.1 Organize and display data 4.B.1 Analyze data 4.B.2 Describe a set of data 5.A.1 Identify a sample space 5.B.1 Determine the probability of an event comprised of no more than 2 independent events 5.B.2 Determine the probability of a second event that is dependent on a first event of equally likely outcomes

*Chart continues on next page.*

<p>MATH 312 Reasoning, Justification, and Proof for Pre-service Middle School Teachers</p>	<p>Examines modes of reasoning and proof as addressed in the middle school curriculum. Topics covered include: developing and evaluating mathematical arguments and proofs, selecting and using various types of reasoning and methods of proof, foundations of rational numbers and application of the central ideas to proportional reasoning, distinctions among whole numbers, integers, rational numbers, and real numbers and whether or not the field axioms hold, and the development of Euclidean and non-Euclidean geometries.</p>	<p>6.C.3 Analyze ratios, proportions, and percents. 7.B.1 Justify ideas or solutions with mathematical concepts or proof</p>
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<p>MATH 314 Introduction to Probability, Data Analysis, and Statistics for Pre-service Middle School Teachers</p>	<p>Engages learners in mathematics with an overall aim toward development of a profound understanding of fundamental mathematics, and an understanding of the development of statistical thinking in the middle grades. Topics covered will include: analysis of bivariate data, probability and randomness, law of large numbers, probabilities for independent and dependent events, counting techniques, random variables and probability distributions, expected values, sampling distributions, informal and formal statistical inference, and confidence intervals.</p>	<p>5.A.1 Identify a sample space 5.B.1 Determine the probability of an event comprised of no more than 2 independent events 5.B.2 Determine the probability of a second event that is dependent on a first event of equally likely outcomes 5.C.1 Analyze the results of a probability experiment/ survey or simulation 5.C.2 Conduct a probability experiment 5.C.3 Compare outcomes of theoretical probability with the results of experimental probability 5.C.4 Describe the difference between theoretical and experimental probability 7.D.1 Relate or apply mathematics within the discipline, to other disciplines, and to life</p>
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*Chart continue on next page.*

<p>MATH 315 Algebra for Pre-service Middle School Teachers</p>	<p>Examines the algebraic concepts developed in the middle grades and the larger mathematical context for these concepts. The different roles of variables will be identified: variables as specific unknowns, as quantities that vary in relationship, as parameters, and as generalized numbers. Multiple representations of relationships will be studied. The relationships investigated will include equations (linear and quadratic), inequalities (linear), systems of equations (linear), functions (linear, quadratic, exponential, logarithmic, and power functions). Algebraic reasoning used to justify conjectures related to properties of numbers.</p>	<p>1.A.1 Identify, describe, extend, and create patterns, functions and sequences</p> <p>1.B.1 Write, simplify, and evaluate expressions</p> <p>1.B.2 Identify, write, solve, and apply equations and inequalities</p> <p>1.C.1 Locate points on a number line and in a coordinate plane</p> <p>1.C.2 Analyze linear relationships</p>
<p>Across MATH 212, 213, 214, 312, 314, and 315</p>		<p>7.A.1 Apply a variety of concepts, processes, and skills to solve problems</p> <p>7.B.1 Justify ideas with mathematical concepts or proofs (point of emphasis in MATH 312)</p> <p>7.C.1 Present mathematics ideas using words, symbols, visual displays, or technology</p> <p>7.D.1 Relate or apply mathematics within the discipline, to other disciplines, and to life (point of emphasis in MATH 214 and 314)</p>

*Office of the Dean*

August 11, 2009

Dr. Linda R. Valli  
Professor & Acting Chair  
Curriculum & Instruction  
2311 Benjamin Building  
Campus ZIP-1175

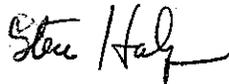
Dear Dr. Valli:

I am pleased to endorse the College of Education's proposal to create a Bachelor of Science in Middle School Science and Mathematics Education. This is a worthy and important endeavor, and consistent with the state's goal of improving STEM degree production overall.

Along with their counterparts in the Department of Curriculum and Instruction, faculty members from our Mathematics Department in CMPS have been actively engaged on development of three new courses that will play a role in this program, and I understand good progress is being made in their preparation. The Mathematics Department will be responsible for making its own commitments as to any resources needed to offer these courses in support of the new degree. Our understanding is that the new program ought to have minimal impact on our other science course enrollments.

Looking forward to the successes of this new program, I remain

Yours sincerely,

A handwritten signature in black ink that reads "Steve Halperin".

Steve Halperin, Dean

**Subject:** Re: EDCI proposal for B.S. in Middle School Science (fwd)  
**From:** "Elizabeth J. Beise" <beise@umd.edu>  
**Date:** Thu, 14 Oct 2010 11:36:51 -0400  
**To:** "Elizabeth J. Beise" <beise@umd.edu>

Hi, Linda. I forgot to copy to you directly,  
so here it is.

Mike

----- Forwarded message -----

Date: Wed, 3 Mar 2010 15:03:30 -0500 (EST)

From: M. Michael Boyle <mmb@math.umd.edu>

To: Elizabeth Beise <beise@umd.edu>

Cc: M. Michael Boyle <mmb@math.umd.edu>, Scott A. Wolpert  
<saw@math.umd.edu>,

Denny Gulick <dng@math.umd.edu>, JAMES YORKE <yorke@umd.edu>

Subject: Re: EDCI proposal for B.S. in Middle School Science (fwd)

Dear Betsy,

In Math, we don't think that the middle school program would  
compromise high school teaching.

As Linda says, teachers already can qualify to move up  
to high school by passing an exam.

Here is the status of the three new courses. MATH 315 is up  
on VPAC; Monday I did a final review of materials with Karen  
Mclaren; I'll add items soon and then that course will be  
ready to proceed. The other two courses have been gone over  
a good deal, and I'm waiting for final detailed materials from  
the development committee, after which we should be able to  
move forward quickly to review in Math and proceed on VPAC.

Mike



# UNIVERSITY OF MARYLAND

COLLEGE OF CHEMICAL AND LIFE SCIENCES

*Undergraduate Academic Program Office*

Symons Hall, Room 1322  
College Park, Maryland 20742  
301.405.6892 TEL 301.405.1655 FAX

August 27, 2009

Dr. Linda Valli  
Professor and Interim Chair  
Department of Curriculum and Instruction  
2311 Benjamin Building  
Campus 1175

Dear Dr. Valli:

The College of Chemical and Life Sciences is happy to support the curriculum/requirements as proposed for the College of Education's Bachelor of Science in Middle School Teaching of Science and Mathematics and your assessment of the estimated impact.

One thing I note in passing -- I am very happy to see three introductory courses for majors: BSCI 105, 106 and CHEM 131/32 on this list. I have talked with Joelle, and concur with the rationale for those courses being there. In my opinion, this is precisely the type of courses/level of rigor we would like to see middle school science teachers capable of handling/tackling. However, all three courses have math placement requirements HIGHER than that required by the major. And, the level of rigor of the courses is significantly higher than the non-majors alternatives. I hope that you can be attentive to this in your advising of students, as for students strong in math, the preparation that these science "majors" courses would provide would be more desirable.

I hope that these efforts will continue to increase the pipeline of well-trained science teachers!

Sincerely,

A handwritten signature in black ink, appearing to read "Robert L. Infantino".

Robert L. Infantino, Ph.D.  
Associate Dean,  
College of Chemical and Life Sciences



COLLEGE OF CHEMICAL AND LIFE SCIENCES

*Office of the Dean*

Symons Hall  
College Park, Maryland 20742  
301.405.2071 TEL 301.314.9949 FAX  
www.chemlife.umd.edu

March 25, 2010

Dr. Linda Valli  
Professor and Interim Chair  
Department of Curriculum and Instruction  
College of Education

Dear Dr. Valli,

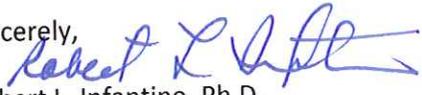
The College of Chemical and Life Sciences is happy to re-affirm its support of the curriculum requirements as proposed for the College of Education's Bachelor of Science in Middle School teaching of Science and Mathematics and your assessment of the estimated impact.

I know that EDCI is aware that the mathematics requirements for the required BSCI 105/6 and CHEM 131/2 are somewhat higher than those for the current Elementary Education Program. I understand that EDCI has investigated these requirements and believes that those students attracted to the middle school program would demonstrate the needed level of competence in mathematics.

I am also aware that what other certifications graduates of the middle school program might pursue (e.g., for high school) is an issue for the state licensing policy and should not stand in the way of providing a program that will help to meet the need for middle school science teachers, with at least some science training in the relevant science fields.

We are enthusiastic partners in the effort to produce an excellent training program to produce more highly qualified middle school science teachers.

Sincerely,

  
Robert L. Infantino, Ph.D.

Associate Dean



# UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

*Department of Education Policy Studies*

Harold W. Benjamin Building  
College Park, Maryland 20742-1165  
301.405.3570 TEL 301.405.3573 FAX

October 7, 2009

Professor Anna O. Graeber  
Interim Associate Chair for Teacher Education  
University of Maryland  
Department of Curriculum and Instruction  
College of Education  
2311 Benjamin Building  
College Park, MD 20742

Dear Professor Graeber:

We are pleased to support your department's proposal to create a Bachelor of Science degree in middle school mathematics and science education. We are happy to teach an additional section of EDPS 210 or EDPS 301 to accommodate the 20-25 students you anticipate yearly in this new degree program. The budgeted amount for an additional instructor seems appropriate.

Best wishes with this new and important program for middle school certification.

Sincerely,

A handwritten signature in cursive script that reads "Francine Hultgren".

Francine Hultgren, Professor and Interim Chair  
Department of Education Policy Studies (EDPS)



Department of Human Development  
3304 Benjamin  
University of Maryland  
College Park MD 20742

October 29, 2009

Dr. Linda Valli  
Interim Chair  
Department of Curriculum and Instruction  
College of Education  
2311 Benjamin Building  
College Park, MD 20742

Dear Dr. Valli:

EDHD is supportive of your department's proposal to create a Bachelor of Science degree in middle school education in mathematics and science. We understand that EDHD will be teaching a newly developed reading course, proposed as EDHD 436, as well as a special section of our adolescent development course (currently numbered EDHD 413) that is geared toward middle school. It is anticipated that we will teach one section of each of these courses per year and that each will accommodate 20 - 30 students. The budgeted amount for the additional instructors seems appropriate.

With all best wishes on this endeavor,

A handwritten signature in black ink that reads "Allan Wigfield".

Allan Wigfield  
Professor and Chair  
Department of Human Development

**Appendix C**  
**Middle School Academic Plan-(Math/Science)**

**FRESHMAN:**

<i>Fall Semester:</i>	<i>Cr.</i>	<i>Spring Semester:</i>	<i>Cr.</i>
ENGL 101 (FE)	3	<b>Content A (Geol 100/110)</b>	4
Freshman Math	3	CORE –Lab	3
Core –SB	3	<b>Other Content 1 (Math 212)</b>	3
Core –SH	3	Core –HL	3
UNIV 101	2		
<i>Total Credits</i>	<b>14</b>	<i>Total Credits</i>	<b>13</b>

**SOPHOMORE: Apply to Professional Program between 45 and 60 credits**

<i>Fall Semester:</i>	<i>Cr.</i>	<i>Spring Semester:</i>	<i>Cr.</i>
<b>Content B (Phys 115)</b>	4	<b>EDCI 297</b>	3
<b>Other Content 2 (Math 213)</b>	3	<b>Other Content 3 (Math 214)</b>	3
<b>EDCI 280</b> (as rev. 2009)	3	<b>Content C (BSCI option)</b>	4
<b>EDPS 310 or 210</b>	3	CORE Diversity (D) +HA	3
Possible Elective/Core	3	Possible Elective/Core	3
<i>Total Credits</i>	<b>16</b>	<i>Total Credits</i>	<b>16</b>

**JUNIOR YEAR:**

<i>Fall Semester:</i>	<i>Cr.</i>	<i>Spring Semester:</i>	<i>Cr.</i>
<b>EDHD 436 (proposed)</b>	3	<b>Content E (AOSC 200/201)</b>	4
<b>Content D (Chem 131/132)</b>	4	ENGL 39_ Advanced Composition	3
<b>Other Content 4 (Math 312)</b>	3	<b>Other Content 5 (Math 314)</b>	3
<b>EDHD 4XX (M.S. equivalent of EDHD 413)</b>	3	<b>EDCI 465 (proposed)</b>	3
<b>Content Methods (EDCI 411 or 457)</b>	3	<b>Content Methods (EDCI 411 or 457)</b>	3
<i>Total Credits</i>	<b>16</b>	<i>Total Credits</i>	<b>16</b>

**SENIOR YEAR**

<i>Fall Semester:</i>	<i>Cr.</i>	<i>Spring Semester:</i>	<i>Cr.</i>
<b>Other Content 6 (Math 315)</b>	3	<b>EDCI 460 Student Teaching</b>	12
<b>Content F (Sci Elective)</b>	3	<b>EDCI 414</b>	2
<b>EDCI 413</b>	2	<b>EDCI 426</b>	2
<b>EDCI 425</b>	2		
<b>EDCI 360 (Field Experience)</b>	1		
<b>EDCI 474</b>	2		
<i>Total Credits</i>	<b>13</b>	<i>Total Credits</i>	<b>16</b>

\* Two content area classes must be Upper Level 3xx-4xx for Advanced Studies

<b>Total Credits: 120</b>
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**Field Placements:**

- Freshman Year- UNIV 101 with America Counts
- Sophomore Year- EDCI 280
- Junior Year- Methods
- Senior Year-Field Practicum, Internship

## **Appendix D** **Descriptions of Courses in Development**

**EDCI 465: Teaching Reading in Middle School Content Areas:** Prerequisites admission to a teacher education program, and 2.5 GPA; or permission of the department. Provides middle school teachers with understanding the need for and approaches to teaching students to read and learn from content area texts.

**EDHD 4XX: Middle School Students' Adolescent development** (3 cr) Adolescent development ages 9 - 13, including special problems encountered in contemporary culture. This course will parallel EDHD 413, but will focus on the lower end of the adolescent age spectrum.

**EDHD 436: Cognition and Motivation in Reading: Reading Acquisition for Middle School Students:** Prerequisites: admission to a teacher-education program, and 2.5 GPA, or permission of the department. Students preparing for middle school teaching will learn the cognitive and motivational aspects of reading and learning from text in subjects of literature, science, social studies, and mathematics. Different structured approaches to using text for content learning are presented. Classroom contexts that enable students to engage productively with diverse texts and internet resources are identified.

**MATH 312: Reasoning, Justification, and Proof for Pre-service Middle School Teachers** (3 cr) Prerequisite Math 212. Examines modes of reasoning and proof as addressed in the middle school curriculum. Topics covered include: developing and evaluating mathematical arguments and proofs, selecting and using various types of reasoning and methods of proof, foundations of rational numbers and application of the central ideas to proportional reasoning, distinctions among whole numbers, integers, rational numbers, and real numbers and whether or not the field axioms hold, and the development of Euclidean and non-Euclidean geometries.

**MATH 314: Introduction to Probability, Data Analysis, and Statistics for Pre-service Middle School Teachers (3 cr)** Prerequisite Math 214. Engages learners in mathematics with an overall aim toward development of a profound understanding of fundamental mathematics, and an understanding of the development of statistical thinking in the middle grades. Topics covered will include: analysis of bivariate data, probability and randomness, law of large numbers, probabilities for independent and dependent events, counting techniques, random variables and probability distributions, expected values, sampling distributions, informal and formal statistical inference, and confidence intervals.

**MATH 315: Algebra for Pre-service Middle School Teachers**  
Examines the algebraic concepts developed in the middle grades and the larger mathematical context for these concepts. The different roles of variables will be identified: variables as specific unknowns, as quantities that vary in relationship, as parameters, and as generalized numbers. Multiple representations of relationships will be studied. The relationships investigated will include equations (linear and quadratic), inequalities (linear), systems of equations (linear), functions (linear, quadratic, exponential, logarithmic, and power functions). Algebraic reasoning used to justify conjectures related to properties of numbers

**APPENDIX E**

**Learning Outcomes and Assessment**

<b>Learning Outcomes</b>	<b>COE Conceptual Framework Theme Alignment</b>	<b>Assessment Examples</b>
<p>Candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (NMSA Standard 1).</p>	<p>Knowledge of Learners Diversity <i>Diversity</i> <i>Technology</i> <i>Research &amp; Inquiry</i></p>	<p>1. In EDHD 4XX (Adolescent Development) candidates study major theories of adolescent development including psychosocial, social cognitive, and cognitive development theories and take quizzes and tests that assess their understanding of the material.</p> <p>2. Performance-based Assessment (PBA) (Planning and Delivery of Instruction)</p>
<p>Candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (NMSA Standard 2).</p>	<p>Knowledge of Social and Cultural Context Knowledge of Educational Goals and Assessment <i>Diversity</i> <i>Technology</i> <i>Research &amp; Inquiry</i></p>	<p>1. In EDCI 413 candidates research a specific issue related to middle school teacher and/or learning and construct a literature review to articulate their understanding of philosophical foundations of middle level education.</p> <p>2. PBA (Professionalism)</p>
<p>Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice (NMSA Standard 3).</p>	<p>Knowledge of Curriculum Knowledge of Educational Goals and Assessment Knowledge of Subject Matter <i>Technology</i> <i>Collaboration</i> <i>Research &amp; Inquiry</i></p>	<p>1. In EDCI 411 candidates review and critically analyze curriculum with an eye toward the appropriateness for middle-level science students of the scope and sequence of content, opportunities for inquiry, embedded assumptions about the nature of science, and opportunities for connections to societal issues.</p> <p>2. In EDCI 457, candidates preparing tutoring plans draw on knowledge of local curriculum, the Maryland Voluntary State Curriculum and NCTM.</p> <p>3. In EDCI 414 candidates collect data from their</p>

		<p>classrooms, or on their students' performance, to identify potential student concerns or achievements, and use this information in their instruction.</p> <p>3. PBA (Assessment of Student Learning)</p>
<p>Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills (NMSA Standard 4).</p>	<p>Knowledge of Subject Matter <i>Research and Inquiry</i></p>	<p>1. Content course grade point average of 3.0 or above.</p> <p>2. Praxis II Test Scores</p> <p>3. PBA (Knowledge of Content, Delivery of Instruction)</p>
<p>Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (NMSA Standard 5).</p>	<p>Knowledge of Pedagogy Knowledge of Learners Knowledge of Educational Goals and Assessment <i>Diversity</i> <i>Collaboration</i> <i>Technology</i> <i>Research &amp; Inquiry</i></p>	<p>1. In EDCI 413 candidates plan a lesson to incorporate at least two disciplines. They review their plan with classmates, teach the lesson, reflect on it and suggest modifications for the future, including suggestions for using technology to enhance instructional delivery or learning opportunities for students.</p> <p>2. PBA (Planning, Delivery of Instruction, Student Teacher Interaction/Interpersonal Skills, Classroom Management and Organization)</p>
<p>Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents (NMSA Standard 6).</p>	<p>Knowledge of Social and Cultural Context <i>Diversity</i> <i>Collaboration</i></p>	<p>1. In EDCI 474 candidates develop a plan to collaborate with members of students families and the community and they implement and report on the plan.</p> <p>2. In EDCI 424/425, candidates analyze dilemmas they face in their teaching practice that are related to equitable practice for all students.</p>

<p>Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals (NMSA Standard 7).</p>	<p>Knowledge of Pedagogy                  Knowledge of Learners                  Knowledge of Educational Goals and Assessment  <i>Diversity</i>  <i>Technology</i>  <i>Research &amp; Inquiry</i></p>	<p>2. PBA (Professionalism)</p> <p>1. PBA (Professionalism/Student Teacher Interaction/Interpersonal Skills)</p> <p>2. In EDCI 414 candidates develop a portfolio that meets the standards outlined in the College of Education’s conceptual framework and demonstrates their understanding and continued professional commitment toward incorporating technology in their planning, implementation, and assessment of middle-level students.</p> <p>3. In EDCI 425 and 474 candidates reflect on their current practices and understandings, assessing their current strengths and weaknesses in the classroom related to equitable practices and from that develop personal goals and a philosophy for continuing the work of equitable teaching in their classrooms.</p>
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DATE: September 23, 2009

TO: Dr. Anna O. Graeber
Interim Associate Chair for Teacher Education

FROM: Karen Patterson Education Librarian
Gerri Foudy Manger, Collections and Scholarly Communication
Desider Viktor Director, Collection Management & Special Collections Division

RE: Library Resources to Support Bachelor of Science in Middle School Education (Mathematics and Science Concentration) in the Department of Curriculum and Instruction, College of Education

The University of Maryland (UM) Libraries currently support the undergraduate and graduate students of the Department of Curriculum and Instruction in the area of science education and math education. The Engineering and Physical Sciences Library and Chemistry Library support the undergraduate and graduate students in the sciences. With this new proposal, the University of Maryland Libraries collections can adequately support the instruction and research needs of the newly proposed Bachelor of Science in Middle School Education (Mathematics and Science Concentration).

The Collection: Monographs and Serials

Science Education

McKeldin Library houses the education collection of monographs and serials relevant to science education. Since science education is an interdisciplinary area of study, the library resources in Science [i.e. physics, life sciences, chemistry] and the Government Documents Collection will supplement the science education holdings.

With science education drawing from the sciences and education, it is difficult to provide precise figures on the number of library materials that support this program. A spot check of the University of Maryland, College Park catalog and the USMAI [University Systems of Maryland and Affiliated Institutions, which is a consortium of sixteen institutions] catalog was done for the following subject headings: "science - study & teaching - middle school" was done. The "Science - Study & teaching (Middle school)" search retrieves: 55 titles from the University of Maryland, College Park catalog, and 69 from the USMAI catalog.

To further analyze the strength of our holdings, a spot check of the holdings of peer institutions was done. The search results for "Science - Study and teaching (Middle School)" from peer institutions are as follows: University of Wisconsin-Madison: 75 titles; University of North Carolina at Chapel Hill: 181 titles;

Teacher's College of Columbia: 66 titles; Michigan State University: 161 titles; Stanford University [Cubberley Education Library]: 47 titles and University of Michigan: 25 titles. The catalogs of the University of Georgia and Ohio State University were also spot checked, since both were presented as models for the program. The search results were: University of Georgia: 186 titles; Ohio State University : 108 titles . When reviewing all of the catalog searches, our monographic holdings in UM libraries is lower than other university holdings in science education [middle school], but when you consider the USMAI consortium, the holdings are adequate. With the initial program attracting 20-30 students, the collection is adequate; but within the next five year time period as the program grows, the monograph collection needs to increase by 40 titles per year, at the average book price (2008) of \$53 per title. Additional funds of approximately \$2,120 would provide a stronger monograph collection, particularly in regards to the model programs' collections.

The UM Libraries has a subscription to NSTA's peer-reviewed journal for middle school teachers, *Science Scope*. In addition, our holdings include two additional NSTA titles: *The Science Teacher* and *Science & Children*. Other journals to support the classes are *Instructional Science*, *School Science & Mathematics*, and *Middle School Journal*. With the libraries moving toward electronic serials, the majority of these titles have holdings that are remotely accessible.

A search was performed in *Journal Citation Reports 2008*, a database that uses citation data to rank and determine the impact factor of journals in an academic field. To support the proposed courses, at the present time the Libraries provide access to the following top-ranked journals:

*Journal of the Learning Sciences*  
*International Journal of Science Education*  
*Journal of Research in Science Teaching*  
*Science Education*

In the area of serials, our collection is strong to support science and middle school education.

## **Mathematics Education**

A spot check of the University of Maryland, College Park catalog and the USMAI [University Systems of Maryland and Affiliated Institutions, which is a consortium of sixteen institutions] catalog was done for the following subject headings: "mathematics – study & teaching ( middle school)" was done. The "mathematics – study & teaching (Middle school)" search retrieves: 80 titles from the University of Maryland, College Park catalog, and 107 titles from the USMAI catalog.

To further analyze the strength of our holdings, a spot check of the holdings of peer institutions was done. The search results for "Mathematics – Study and teaching (Middle School)" from peer institutions are as follows: University of Wisconsin-Madison: 82 titles; University of North Carolina at Chapel Hill: 147 titles; Teacher's College of Columbia: 143 titles; Michigan State University: 160 titles; Stanford University [Cubberley Education Library]: 44 titles and University of Michigan: 44 titles. The catalogs of University of Georgia and Ohio State University were also spot checked, since both were presented as models for the program. The search results were: University of Georgia: 106 titles , Ohio State University : 63 titles. When reviewing all of the catalog searches, our monographic holdings in UM libraries is lower than other university holdings in mathematics education [ middle school], but when you consider the USMAI consortium, the holdings are adequate.

We currently subscribe to NCTM's *Mathematics Teaching in the Middle School*. Other holdings to support the classes are *Teaching Children Mathematics*, *Journal of Mathematics Teacher Education*, *The Mathematics Teacher*, *Mathematics Teaching*, *School Science & Mathematics*, and the

*Middle School Journal*. With the libraries moving toward electronic serials, the majority of these titles have holdings that are remotely accessible.

In the area of serials, our collection is strong to support mathematics and middle school education.

### **The Collection: Government Documents**

As a regional depository library, University of Maryland Libraries has a collection of over two million documents. This will provide historic and current relevant government documents for the Science and Math Education program. Some of the agencies that publish documents include: from U.S. Department of Education; National Center for Education Statistics, U.S. Department of Education; the United States Congress. House. Committee on Science and Technology.

### **The Collection: Electronic Resources**

UM Libraries subscribes to the following significant databases that will support the degree. *Education Research Complete*, *ERIC*, *JSTOR*, and the *Web of Science*. *Education Research Complete* is the definitive online resource for education research. The database covers all areas of curriculum instruction.

### **Interlibrary Loan**

When resources are not part of our holdings within the sixteen University System of Maryland and Affiliated Institutions [USMAI] libraries, the Interlibrary Loan Office can obtain monographs, journal articles, dissertations, government documents and technical reports at no charge to the student or faculty. This service will support the instruction and research needs of the EDCI faculty and students. Shady Grove students can request Interlibrary Loan items be shipped to the Shady Grove Library.

### **Conclusions**

At the present time, library holdings are at least adequate to support the proposed set of courses, even without the purchase of additional book titles. Journal collections, however, remain particularly vulnerable. As a result, the level of future support is dependent upon ongoing funding and other circumstances affecting journal subscriptions.

APPENDIX G

FINANCIAL TABLE

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program

**University of Maryland**

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Institution Submitting Proposal

**Bachelor of Science in Middle School Education:  
Science and Mathematics**

---

Title of Proposed Program

**B.S. in Education**

**Fall 2012**

---

Degree to be Awarded

---

Projected Implementation Date

---

Proposed HEGIS Code

---

Proposed CIP Code

**EDCI**

**Dr. Linda Valli**

---

Department in which program will be located

---

Department Contact

**301-405-3117**

**LRV@umd.edu**

---

Contact Phone Number

---

Contact E-Mail Address

---

Signature of President or Designee

---

Date

<b>TABLE 1: RESOURCES</b>					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds <sup>1</sup>	\$38,750	\$107,250	\$172,250	\$172,250	\$172,250
2. Tuition/Fee Revenue <sup>2</sup> (c+g below)					
a. # F.T. Students <sup>1</sup>	25	50	75	75	75
b. Annual Tuition/Fee					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources			0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>\$38,750</b>	<b>\$107,250</b>	<b>\$172,250</b>	<b>\$172,250</b>	<b>\$172,250</b>

<sup>1</sup> Based on discontinuation of an Elementary Education cohort of 25 students; 20 in-state, 5 out of state

<b>TABLE 2: EXPENDITURES</b>					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	\$39,000	\$97,500	\$133,250	\$133,250	\$133,250
a. # FTE					
b. Total Salary <sup>~~~~~</sup>	30,000	75,000	102,500	102,500	102,500
c. Total Benefits <sup>2</sup>	9,000	22,500	30,750	30,750	30,750
2. Total Administrative Staff Expenses (b + c below)		\$13,520	\$22,490	\$22,490	\$22,490
a. # FTE		0.20	0.33	0.33	0.33
b. Total Salary		10,400	17,300	17,300	17,300
c. Total Benefits		3,120	5,190	5,190	5,190
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space				0	
7. Other Expenses			\$15,000	\$15,000	\$15,000
<b>TOTAL (Add 1 - 7)</b>	<b>\$39,000</b>	<b>\$111,020</b>	<b>\$170,740</b>	<b>\$170,740</b>	<b>\$170,740</b>

<sup>2</sup> Benefits calculated as 0.3 x salary  
EDCI Middle School Program



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-23
<b>PCC ID #:</b>	09082
<b>Title:</b>	Proposal to Rename the Department of Public and Community Health as the Department of Behavioral and Community Health
<b>Presenter:</b>	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	October 27, 2010
<b>Date of Senate Review:</b>	November 11, 2010
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The Department of Public and Community Health within the School of Public Health proposes to change its name to the Department of Behavioral and Community Health. The name Behavioral and Community Health better conveys the nature of the work conducted within the department and more accurately reflects the department's commitment to health behavior. The proposed name is also more consistent with similar departments in the leading schools of public health in the United States. The department's current name is also redundant since the College of Health and Human Performance became the School of Public Health. The College of Behavioral and Social Sciences supports this name change because of its potential to further collaboration between the two colleges.</p> <p>The Senate PCC committee unanimously approved the proposal at its October 15, 2010 meeting. The Academic Planning Advisory Committee approved the proposal on September 30, 2010.</p>
<b>Relevant Policy # &amp; URL:</b>	
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate accept the name change.
<b>Committee Work:</b>	The Committee considered the proposal at its October 15, 2010

	meeting. Robin Sawyer, Associate Chair of Public and Community Health, and Coke Farmer, Assistant Dean of the School of Public Health, were present to discuss the proposal and answer questions.
<b>Alternatives:</b>	The Senate could decline to approve the new name for Public and Community Health.
<b>Risks:</b>	If the Senate does not approve the new name, then the Department will retain its existing name, which does not accurately reflect the nature of the department.
<b>Financial Implications:</b>	There are no financial implications with this proposal.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President.

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

• Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

09082

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

**College/School: School of Public Health**

College/School Unit Code-First 8 digits: **01203300**

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

**Department/Program: Public & Community Health**

Department/Program Unit code-Last 7 digits: **1330301**

**Type of Action (choose one):**

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

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

**Summary of Proposed Action:**

Change of departmental name to the Department of Behavioral & Community Health. Since the College of Health & Human Performance became the School of Public Health, the department's current name is redundant given the name of the school, fails to convey the nature of the work conducted within the department, and is inconsistent with similar departments in the leading schools of public health in the United States.

=====

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

1. Department Committee Chair Nancy Atkinson NANCY ATKINSON 2/26/10
2. Department Chair ELBERT D GLOVER Elbert D Glover 3/2/10
3. College/School PCC Chair Jimmy R. Sapkota, J. Sapkota 4/19/10
4. Dean \_\_\_\_\_
5. Dean of the Graduate School (if required) \_\_\_\_\_
6. Chair, Senate PCC David Galmas 10/15/10
7. University Senate Chair (if required) \_\_\_\_\_
8. Vice President for Academic Affairs & Provost \_\_\_\_\_



# UNIVERSITY OF MARYLAND

SCHOOL OF PUBLIC HEALTH

*Department of Public and Community Health*

2387 SPH Building  
College Park, Maryland 20742-2611  
301.405.2467 TEL 301.314.9167 FAX

January 13, 2010

## **Departmental name change request – PCC Committee**

This proposal serves to formally request a departmental name change from the Department of Public and Community Health to the Department of Behavioral and Community Health. Since the evolution of the College of Health and Human Performance into a School of Public Health, the current name of our department is redundant given the name of the school, and does not convey the nature of the work conducted within the department, namely that surrounding health behavior. We recognize that we are part of a university with a College of Behavioral and Social Sciences, and respectfully request the use of a form of “health behavior” in our department name. The Council on Education for Public Health (CEPH) requires accredited schools of public health to include “a social and behavioral sciences” component, which the current Department of Public and Community Health is integral to fulfilling. CEPH defines this component as “concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems” (pg. 10 of accreditation criteria at <http://www.ceph.org/files/public/SPH-Criteria-2005.SO5.pdf>).

As evidence of our commitment to health behavior, the current Department of Public and Community Health has a Center of Health Behavior Research and a Laboratory for Health Behavior Assessment & Intervention. Adding behavior to the name of our department would be consistent with our departmental mission, which includes that “the Department of Public and Community Health is committed to achieving excellence in both undergraduate and graduate education that is specifically focused on developing expertise in individual and community *health behavior* and promotion.” The signature graduate course offered by our department that all Masters of Public Health students in the school must take is titled Health Behavior. We also offer a Health Behavior II course and an undergraduate Introduction to Health Behavior course.

The University of Maryland School of Public Health, based on the investment the University has made in it, its culture and infrastructure for research, and its location near the national capitol, is well positioned to compete with the top ranked Schools of Public Health throughout the United States. The vast majority of Schools of Public Health have a department similar to the current Department of Public and Community Health with a like emphasis on health behavior. In fact 15 of the top 25 schools of public health use some form of behavior in their name. For example, Johns Hopkins Bloomberg School of Public Health (ranked 1) has a department of Health,

Behavior and Society. The University of North Carolina (ranked 2) and University of Michigan (ranked 5) both have departments of Health Behavior and Health Education. Emory University (ranked 7) has a department of Behavioral Sciences and Health Education. University of Pittsburg (ranked 11) has a department of Behavioral and Community Health Sciences. University of Texas (ranked 12) has a department of Health Promotion and Behavioral Sciences. Boston University (ranked 13) and Yale University (ranked 16) both have departments of Social and Behavioral Sciences. University of Iowa (ranked 18) has a Department of Community and Behavioral Health.

In order to attract the best and brightest students to our department and compete with top ranked schools of public health, it is critical to have a department name that clearly conveys the breadth of our work and a name that will attract students of the very highest quality.

Schools of Public Health and Their Departments of “Public and Community Health”

<b>2007 Rank</b>	<b>School and Location</b>	<b>Most Relevant Department</b>
1	<b>Johns Hopkins University</b> Baltimore, MD	Health, Behavior and Society
2	<b>Harvard University</b> Boston, MA	Society, Human Development, and Health
2	<b>University of North Carolina--Chapel Hill</b> Chapel Hill, NC	Health Behavior and Health Education
4	<b>University of Washington</b> Seattle, WA	none
5	<b>University of Michigan--Ann Arbor</b> Ann Arbor, MI	Health Behavior and Health Education
6	<b>Columbia University</b> New York, NY	The Department of Sociomedical Sciences
7	<b>Emory University</b> Atlanta, GA	Behavioral Sciences and Health Education
8	<b>University of California--Berkeley</b> Berkeley, CA	Community Health & Human Development
8	<b>University of California--Los Angeles</b> Los Angeles, CA	Community Health Sciences
10	<b>University of Minnesota--Twin Cities</b> Minneapolis, MN	Community Health Education
11	<b>University of Pittsburgh</b> Pittsburgh, PA	Behavioral and Community Health Sciences
12	<b>University of Texas--Houston Health Sciences Center</b> Houston, TX	Health Promotion and Behavioral Sciences
13	<b>Boston University</b> Boston, MA	Social and Behavioral Sciences
13	<b>Tulane University</b> New Orleans, LA	Community Health Sciences
15	<b>University of Illinois--Chicago</b> Chicago, IL	Community Health Sciences

16	<b>University of Alabama--Birmingham</b> Birmingham, AL	Health Behavior
16	<b>Yale University</b> New Haven, CT	Social and Behavioral Sciences
18	<b>University of Iowa</b> Iowa City, IA	Community and Behavioral Health
19	<b>George Washington University</b> Washington, DC	Prevention and Community Health
20	<b>University of South Florida</b> Tampa, FL	Community and Family Health
21	<b>Ohio State University</b> Columbus, OH	Health Behavior and Health Promotion
21	<b>St. Louis University</b> St. Louis, MO	Behavioral Science/Health Education
21	<b>University of Arizona (Zuckerman)</b> Tucson, AZ	Health Behavior and Health Promotion
24	<b>Texas A&amp;M University System Health Sciences Center</b> College Station, TX	Social and Behavioral Health
24	<b>University of South Carolina</b> Columbia, SC	Health Promotion, Education, and Behavior

## Fwd: Follow-up

Robert Gold [rsgold@umd.edu]

**Sent:** Thursday, April 29, 2010 12:52 PM

**To:** Robin G. Sawyer; Elbert D. Glover

---

Robin, Glover

Great news from BSOS. See below.

bob

Begin forwarded message:

**From:** "John Townshend" <[jtownshend@bsos.umd.edu](mailto:jtownshend@bsos.umd.edu)>  
**Date:** April 29, 2010 9:15:36 AM EDT  
**To:** "Robert Gold" <[rsgold@umd.edu](mailto:rsgold@umd.edu)>  
**Subject:** Re: Follow-up

HI Bob

I did and they didnt respond so please assume this has our full support and offers a way for our two colleges to be better connected in the future.

Best from Beijing.

John

Dr. John R. Townshend  
Dean and Professor  
College of Behavioral and Social Sciences  
2141 Tydings Hall  
University of Maryland

Dean's Coordinator Julianna Bynoe  
301-405-1691  
[jbynoe@bsos.umd.edu](mailto:jbynoe@bsos.umd.edu)

Robert Gold <rsgold@umd.edu> 4/27/2010 9:06 PM  
>>>

John

I know how busy things are for all of us at this time, Two weeks ago I asked whether you might support a request to change the name of one of our

departments. You were going to check with some of your Chairs. We would like to move forward with this request through the various stages of approval and I'm hoping you'll support this effort. Have you been able to give this any further thought? Thanks

bob

Robert Gold, Ph.D., Dr.P.H., FASHA, FAAHB  
Dean, School of Public Health  
rsgold@umd.edu  
301-405-2437

Robert Gold  
Dean, School of Public Health  
[rsgold@umd.edu](mailto:rsgold@umd.edu)  
301-405-2437



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-15
<b>PCC ID #:</b>	NA
<b>Title:</b>	Proposal to Amend the Membership of the University APT Committee
<b>Presenter:</b>	Robert Schwab, Chair of Faculty Affairs Committee
<b>Date of SEC Review:</b>	October 27, 2010
<b>Date of Senate Review:</b>	November 11, 2010
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	The integration of the College of Chemical and Life Sciences (CLFS) and the College of Computer, Mathematical and Physical Sciences (CMPS) requires an adjustment to the composition of the third or campus-level committee in the Appointments, Promotion & Tenure (APT) process. University policy specifies the makeup of this committee (Section C-Page 25) and also that any revision to this composition need to be reviewed and endorsed by the University Senate
<b>Relevant Policy # &amp; URL:</b>	<a href="http://www.president.umd.edu/policies/ii100a.html">http://www.president.umd.edu/policies/ii100a.html</a>
<b>Recommendation:</b>	<p>Amend the existing policy as follows:</p> <p>(i) To have a single representative on the University level APT committee for the two colleges now integrated into one, College of Computer, Mathematical, and Natural Sciences (CMNS).</p> <p>(ii) To have a permanent member from the School of Public Health (SPHL), a rapidly growing college.</p>
<b>Committee Work:</b>	The Faculty Affairs Committee met on October 11, 2010 and approved the proposal to change the University APT Committee to reflect the recently formed College of Computer, Mathematical, and Natural Sciences (CMNS) and recognizing the School of Public Health as one of the 8 larger colleges of the University.
<b>Alternatives:</b>	The Senate could reject the proposed amendment and the membership of the University APT Committee would remain the

	same.
<b>Risks:</b>	The current policy would not reflect current structure of colleges on campus.
<b>Financial Implications:</b>	There are no financial implications.
<b>Further Approvals Required:</b>	Presidential approval

# **Faculty Affairs Committee Report**

## **Proposed Amendment to University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00(A))**

### **October 13, 2010**

The Senate Executive Committee (SEC) charge the Faculty Affairs Committee on September 27, 2010 with a proposal to amend the Membership of the University APT Committee. The Faculty Affairs Committee met on October 11, 2010 and discussed the proposed amendment. The recent integration of Chemical and Life Sciences (CLFS) and Computer, Mathematical, and Physical Sciences (CMPS) into Computer, Mathematical and Natural Sciences (CMNS) requires that an adjustment to the membership of the University APT Committee be made.

The University policy II-1.00 (A) Section C.1. Third-level Review on page 25 specifies the makeup of this committee as staffed with nine members; eight of whom are from the “larger” colleges on campus and one rotating member from the “smaller” colleges. Currently, the eight larger colleges are listed as: Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Education; Engineering; Chemical and Life Sciences; Computer, Mathematical, and Physical Sciences; and the smaller colleges as: Architecture, Planning, and Preservation; School of Public Health; Information Studies; Journalism; Public Policy.

The Faculty Affairs Committee recommends that the membership of the campus level APT committee reflect the recent college integration but keep the total number of committee members constant. This can be accomplished by accepting the recently integrated colleges (CMPS & CLFS) as a single college (CMNS) with one representative. In order to keep the number of committee members constant, we suggest that one of the “small colleges” be upgraded to the status of “large college”. In light of the School of Public Health’s recent growth, we recommend that it be moved up to “large college” status and be given a permanent member on the APT Committee. The final seat on the committee will be filled on a rotating basis by the four remaining “smaller” colleges.

The Faculty Affairs Committee recommends Senate approval of the following changes to the membership section of the University of Maryland Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00 (A)):

C. Third-level Review

1. A third- or campus-level review committee shall be established in the following manner:

The Provost shall appoint nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; ~~Computer, Mathematical, and Natural Sciences; Computer, Mathematical, and Physical Sciences~~; Education; Engineering; ~~School of Public Health Chemical and Life Sciences~~) and one from among the ~~five~~ ~~four~~ small colleges (Architecture, Planning, and Preservation; ~~Health and Human Performance~~; Information Studies; Journalism; Public Policy). Since this committee shall make its

recommendations on the basis of whether or not the University's high standards for tenure and/or promotion have been met, members of this committee shall have a track record of outstanding academic judgment along with sufficient intellectual breadth and depth to be capable of comparing and judging candidates from varied disciplinary, cross-disciplinary, and professional backgrounds. No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position may serve as a voting member of the committee. The Provost shall be a non-voting ex-officio member. A committee member who is entitled to vote in a lower-level review of a candidate shall not be present for the discussion of that candidate and shall not vote on that candidate. Appointments to the third-level review committee from the eight large colleges shall be for three years while the appointment from one of the five small colleges shall be for two years, with the terms staggered so that approximately one-third of the committee is replaced each year. No one may serve two consecutive terms. The third-level review committee shall elect its own chair and alternate chair. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the third-level review committee shall not discuss specific cases with anyone who is not a member of the third-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

The current policy text can be found in Appendix One. The proposed change can be found in Appendix Two.

## Appendix One - Current University Policy

### II-1.00(A) UNIVERSITY OF MARYLAND POLICY ON APPOINTMENT, PROMOTION, AND TENURE OF FACULTY

APPROVED BY THE PRESIDENT, FEBRUARY 16, 1993; APPROVED BY THE CHANCELLOR, MARCH 26, 1993; TEXT ON DISTINGUISHED UNIVERSITY PROFESSOR APPROVED BY THE CHANCELLOR ON APRIL 15, 1994; TEXT ON EMERITUS STATUS ADDED 1995; TEXT ON MANDATORY RETIREMENT AT AGE 70 REMOVED MARCH, 1996; TEXT ON TERM OF SERVICE FOR APT COMMITTEE MEMBERS AMENDED FEBRUARY 1998; TEXT ON PROFESSOR OF PRACTICE AMENDED 1998; TEXT ON SENIOR LECTURER ADDED NOVEMBER 2002; TEXT ON APPEALS PROCESS AMENDED AUGUST 2003; TEXT ON FIELD FACULTY ADDED OCTOBER 2003; TEXT ON LIBRARIANS ADDED APRIL, 2004; APPROVED BY THE PRESIDENT AND THE CHANCELLOR, DECEMBER 2004, EFFECTIVE AUGUST 23, 2005, TEXT ON COLLEGE PARK PROFESSOR ADDED JUNE 2005, CONTINUING THROUGH MAY 2012. TEXT ON LIBRARIAN EMERITA /EMERITUS STATUS ADDED APRIL 2006; TEXT ON FACULTY WITH SPLIT APPOINTMENTS ON APT COMMITTEES ADDED APRIL 2006; TEXT ON FACULTY EXTENSION AGENT AND ASSOCIATE AGENT AMENDED DECEMBER 15, 2006.

This policy complements the University of Maryland System Policy on Appointment, Rank, and Tenure of Faculty, adapting that policy in accordance with the institutional mission of the University of Maryland at College Park. Within the framework of the System Policy, it specifies the criteria and procedures related to faculty personnel actions which shall apply to the University of Maryland at College Park.

Subject to the provisions of paragraphs I.C.15 and I.C.17 of the University of Maryland System Policy on Appointment, Rank and Tenure of Faculty (1989), the provisions of paragraph III.C of this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be published in the Faculty Handbook and shall constitute part of the contractually binding agreement between the university and the faculty member. Any proposed changes to this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be submitted for initial review and endorsement by the College Park Campus Senate.

#### Terminological Note

The procedures spelled out in this document for tenure and promotion review specify three levels of review below the President's office. For most faculty members these are the department, the college, and the campus levels. However, some faculty members are appointed in colleges and schools that are not departmentalized and that conduct the initial review at the college or school level. For uniform terminology the initial review, whether conducted by a department or a non-departmentalized school or college, is referred to as a "first-level review," and "department" is

usually replaced by “first-level unit.” First-level units thus comprise departments, non-departmentalized schools, and non-departmentalized colleges. Higher levels of review are referred to as “second-level” and “third-level.”

For the purpose of this policy, the term "university" and the term "institution" shall be synonymous and shall mean the University of Maryland at College Park. For the purpose of this policy, the word "days" shall refer to calendar days.

### Purpose of this Policy

The University of Maryland is dedicated to the discovery and the transmission of knowledge and to the achievement of excellence in its academic disciplines. Each faculty member has a personal responsibility for contributing to the achievement of excellence in his or her own academic discipline and for exercising the best judgment in advancing the department, the college, and the University. Those faculty members holding the rank of Professor have the greatest responsibility for establishing and maintaining the highest standards of academic performance within the University. This Policy on the Appointment, Promotion, and Tenure of Faculty exists to set the standards for appointment and promotion to the various faculty ranks and to recognize and to encourage the achievement of excellence on the part of the faculty members through the awarding of tenure and through promotion within the faculty ranks. Through this process the University builds and enhances its educational programs and services and it advances the state of knowledge which supports the growth and development of our society.

## I. MINIMUM QUALIFICATIONS FOR APPOINTMENT OR PROMOTION TO THE ACADEMIC AND ACADEMIC ADMINISTRATIVE RANKS

The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Principal Agent, Senior Agent, and Agent, and such other ranks as the Board of Regents may approve. Effective April 5, 1989, appointments to all other ranks, including any qualified rank, other than an honorific qualification, in which an additional adjective is introduced, are for a definite term and do not involve a tenure commitment. Those granted tenure in such a rank before April 5, 1989, shall continue to hold tenure in that rank.

The following shall be the minimum qualifications for appointment or promotion to the academic ranks in use by the University of Maryland at College Park.

### A. Faculty with Duties in Teaching and Research

#### 1. Instructor<sup>a</sup>

An appointee to the rank of Instructor ordinarily shall hold the highest earned

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<sup>a</sup> As of November 14, 1995, this title may NOT be used for new appointments.

degree in his or her field of specialization. There shall be evidence also of potential for excellence in teaching and for a successful academic career. The rank does not carry tenure.

2. Assistant Professor

The appointee shall have qualities suggesting a high level of teaching ability in the relevant academic field, and shall provide evidence of potential for superior research, scholarship, or artistic creativity in the field. Because this is a tenure-track position, the appointee shall at the time of appointment show promise of having, at such time as he or she is to be reviewed for tenure and promotion in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, the qualities described under "Associate Professor" below. In most fields the doctorate shall be a requirement for appointment to an assistant professorship. Although the rank normally leads to review for tenure and promotion, persons appointed to the rank of Assistant Professor after the effective date of this policy shall not be granted tenure in this rank.

3. Associate Professor

In addition to having the qualifications of an Assistant Professor, the appointee shall have a high level of competence in teaching and advisement in the relevant academic field, shall have demonstrated significant research, scholarship, or artistic creativity in the field and shall have shown promise of continued productivity, shall be competent to direct work of major subdivisions of the primary academic unit and to offer graduate instruction and direct graduate research, and shall have served the campus, the profession, or the community in some useful way in addition to teaching and research. Promotion to the rank from within confers tenure; appointment to the rank from without may confer tenure.

4. Professor

In addition to having the qualifications of an Associate Professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service. The rank carries tenure.

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

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

1. Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

2. Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

3. Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

4. Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

5. Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide

tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Appointment to these ranks may be made for a period of up to five years.

6. Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

C. Field Faculty

1. Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

2. Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

3. Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

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

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

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

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

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

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

D. Faculty Engaged Exclusively or Primarily in Library Services

Library faculty hold the ranks of Librarian I-IV. Each rank requires a master's degree from an American Library Association accredited program or a graduate degree in another field where appropriate. The master's degree is considered the terminal degree. Appointments to these ranks are for 12 months with leave and other benefits provided to twelve-month tenured/tenure track faculty members with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

Permanent status is an institutional commitment to permanent and continuous employment to be terminated only for adequate cause (for example, professional or scholarly misconduct; incompetence; moral turpitude; or willful neglect of duty) and only after due process in accordance with relevant USM and campus policies. Librarians at the rank of Librarian I and Librarian II are not eligible for permanent status. Permanent status is available for library faculty holding the rank of Librarian III and Librarian IV. Those candidates without permanent status applying for the rank of Librarian III and Librarian IV shall be considered concurrently for permanent status.

1. Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

2. Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

3. Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

4. Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

E. Additional Faculty Ranks

1. Assistant Instructor

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

2. Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

3. Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term not to exceed five years and is renewable. This rank does not carry tenure.

4. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

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

5. Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Librarian II, Affiliate Librarian III, and Affiliate Librarian IV

These titles shall be used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which his or her appointment and salary are formally linked. The nature of the affiliation shall be specified in writing, and the appointment shall be made upon the recommendation of the faculty of the department with which the appointee is to be affiliated and with the consent of the faculty of his or her primary department. The rank of affiliation shall be commensurate with the appointee's qualifications.

6. Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

7. Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or emeritus status may be conferred on Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

8. Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

9. Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five years, and reappointment is possible. This title does not carry tenure, nor

does time served as a Professor of the Practice count toward achieving tenure in another title.

10. College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry tenure or expectation of salary.

11 Other Titles

No new faculty titles or designations shall be created by the University of Maryland at College Park for appointees to faculty status without approval by the Campus Senate and the President.

II. CRITERIA FOR APPOINTMENT AND PROMOTION

The criteria for appointment, tenure, and promotion shall reflect the educational mission of the University of Maryland at College Park: to provide an undergraduate education ranked among the best in the nation; to provide a nationally and internationally renowned program of graduate education and research, making significant contributions to the arts, the humanities, the professions, and the sciences; and to provide public service to the state and the nation embodying the best tradition of outstanding land-grant colleges and universities.

In the case of both appointments and promotions every effort shall be made to fill positions with persons of the highest qualifications. Search, appointment, and promotion procedures shall comply with institutional policies, including affirmative action guidelines, and be widely publicized and published in the Faculty Handbook.

It is the special responsibility of those in charge of recommending appointments to make a thorough search of available talent before recommending appointees. At a minimum, the search for full-time tenure-track or tenured faculty and academic administrators shall include the advertisement of available positions in the appropriate media.

Decisions on tenure-track appointments must also take account of the academic needs of the department, school, college, and institution at the time of appointment and the

projected needs at the time of consideration for tenure. This is both an element of sound academic planning and an essential element of fairness to candidates for tenure-track positions. Academic units shall select for initial appointment those candidates who, at the time of consideration for tenure, are most likely to merit tenure and also whose areas of expertise are most likely to be compatible with the unit's projected programmatic needs. The same concern shall be shown in the renewal of tenure-track appointments.

Each college, school, and department shall develop brief, general, written Criteria for Tenure and/or Promotion. The criteria to be considered in appointments and promotions fall into three general categories: (1) performance in teaching, advising, and mentoring of students; (2) performance in research, scholarship, and creative activity; (3) performance of professional service to the university, the profession, or the community. The relative importance of these criteria may vary among different academic units, but each of the categories shall be considered in every decision. The criteria for appointment to a faculty rank or tenure shall be the same as for promotion to that rank (or for tenuring at the rank of associate professor), whether or not the individual is being considered for an administrative appointment. An academic unit's general Criteria for Tenure and/or Promotion must receive the approval of the next level administrator. Any exceptional or unusual arrangements relating to criteria for tenure and/or promotion shall be specified in writing at the time of appointment and shall be approved by the faculty and administrator of the first-level unit, by the dean of the school or college, and by the Provost.

Upon appointment, each new faculty member shall be given by his or her chair or dean a copy of the unit's Criteria for Tenure and/or Promotion and the chair or dean shall discuss the Criteria with the faculty member. Each faculty member shall be notified promptly in writing by his or her chair or dean of any changes in the unit's Criteria for Tenure and/or Promotion.

Decisions on promotion of tenured faculty members shall be based on the academic merit of the candidate as evaluated using the relevant Criteria. Decisions on the renewal of untenured appointments and on promotion decisions involving the granting of tenure shall be based on the academic merit of the candidate as evaluated using the relevant Criteria and on the academic needs of the department, school, college, and institution. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may be legitimately considered in the context of a tenure decision. In no case, however, may programmatic considerations affecting a particular candidate be changed following the first renewal of the faculty contract of that candidate. It is essential that academic units develop long-range projections of programmatic needs in order that decisions on tenure and tenure-track appointments and promotions to tenure ranks be made on a rational basis.

A. Teaching and Advisement

Superior teaching and academic advisement at all instructional levels (or

reasonable promise thereof in the case of initial appointments) are essential criteria in appointment and promotion. Every effort shall be made to recognize and emphasize excellence in teaching and advisement. The general test to be applied is that the faculty member be engaged regularly and effectively in teaching and advisement activities of high quality and significance.

The responsibility for the evaluation of teaching performance rests on the academic unit of the faculty member. Each academic unit shall develop and disseminate the criteria to be used in the evaluation of the teaching performance of its members. The evaluation should normally include opinions of students and colleagues.

B. Research, Scholarship, and Artistic Creativity

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction. Each academic unit shall develop and disseminate the criteria for evaluating scholarly and creative activity in that unit.

Research or other activity of a classified or proprietary nature shall not be considered in weighing an individual's case for appointment or promotion.

C. Service

In addition to a demonstrated excellence in teaching and in research, scholarship and artistic creativity, a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of the faculty member, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of junior faculty to the point that it interferes with the development of their teaching and research.

III. APPOINTMENT OF FACULTY

A. Search Process

1. Recruitment of faculty shall be governed by written search procedures, which shall anticipate and describe the manner in which new professorial faculty members will be recruited, including arrangements for

interinstitutional appointments, interdepartmental appointments, and appointments in new academic units.

2. Search procedures shall reflect the commitment of the University to equal opportunity and affirmative action. Campus procedures shall be widely disseminated and published in the Faculty Handbook.
3. Faculty review committees are an essential part of the review and recommendation process for new full-time faculty appointments. The procedures which lead to new faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same rank.

B. Offers of Appointment

1. An offer of appointment can be made only with the approval of the President or his or her designee. Full-time appointments to the rank of Associate Professor or Professor require the written approval of the President.
2. All faculty appointments are made to a designated rank effective on a specific date. A standard letter of appointment shall be developed for each rank and tenure status and shall be approved by the Office of the Attorney General for form and legal sufficiency. The University shall publish in a designated section of the Faculty Handbook all duly approved System and University policies and procedures which set forth faculty rights and responsibilities. Subject to the provisions of paragraphs I.C.15 and I.C.17 of the System Policy on Appointment, Rank, and Tenure of Faculty and paragraph III.C of this document, the terms described in the letter of appointment, together with the policies reproduced in the designated portions of the Faculty Handbook, shall constitute a contractually binding agreement between the University and the appointee.

C. Provisions Related to Appointments, Promotion, and Tenure

The following provisions are adapted from the System Policy on Appointments, Rank, and Tenure to reflect the mission of the University of Maryland at College Park and are to be furnished to all new faculty at the time of initial appointment.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification.

2. Subject to any special conditions specified in the letter of appointment, full-time appointments to the rank of Assistant Professor shall be for an initial term of one to three years. The first year of the initial appointment shall be a probationary year, and the appointment may be terminated at the end of that fiscal year if the appointee is so notified by March 1. In the event that the initial appointment is for two years, the appointment may be terminated if the appointee is so notified by December 15 of the second year. After the second year of the initial appointment, the appointee shall be given one full year's notice if it is the intention of the University not to renew the appointment. If the appointee does not receive timely notification of nonrenewal, the initial appointment shall be extended for one additional year. An initial appointment may be renewed for an additional one, two, or three years. Except as set forth in paragraph III.C.3 below, an appointment to any term beyond the initial appointment shall terminate at the conclusion of that additional term unless the appointee is notified in writing that it is to be renewed for another term allowable under University System policies or the appointee is granted tenure. Such appointments may be terminated at any time in accordance with paragraphs III.C.5-11.
3. An Assistant Professor whose appointment is extended to a full six years shall receive a formal review for tenure in the sixth year. (An assistant professor may receive a formal review for tenure and be granted tenure earlier (cf. IV.A.4.)). The appointee shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision to grant or deny tenure. Notwithstanding anything in paragraph III.C.2 to the contrary, a full-time appointee who has completed six consecutive years of service at the University as an Assistant Professor, and who has been notified that tenure has been denied, shall be granted an additional and terminal one year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure. In the event that an Assistant Professor in his or her sixth year of service is not affirmatively awarded tenure by the President or otherwise notified of a tenure decision, then he or she shall be granted a one-year terminal appointment.
4. Full-time appointments or promotions to the rank of Associate Professor or Professor require the written approval of the President. Promotions to the rank of Associate Professor or Professor carry immediate tenure. New full-time appointments to the rank of Professor carry immediate tenure. New full-time appointments to the rank of Associate Professor may carry tenure. If immediate tenure is not offered, such appointments shall be for an initial period of up to four years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been

granted tenure. An Associate Professor who is appointed without tenure shall receive a formal review for tenure. No later than one year prior to the expiration of the appointment, the formal review must be completed, and written notice must be given that tenure has been granted or denied. Appointments carrying tenure may be terminated at any time as described under paragraphs III.C.5-11.

5. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual agreement between the appointee and the President or designee.
6.
  - a. The President may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the President or a duly appointed faculty board of review. With the consent of the President, the appointee may elect a hearing by the President rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty (30) calendar days to request a hearing. The hearing shall be held no sooner than thirty (30) calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the President for action to be taken. The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the President prior to action on the recommendation. If the President does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the President elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.
  - b. Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the President may direct that the appointee be relieved

of some or all of his or her University duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the President may act to suspend temporarily prior to consultation.)

- c. The appointee may elect to be represented by counsel of his or her choice throughout the termination proceedings.
7. If an appointment is terminated in the manner prescribed in paragraph III.C.6, the President may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the President or Board of Regents.
8. The University may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with written University policies. The President shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
9. Notwithstanding any provisions to the contrary, the appointment of any untenured faculty member, fifty percent or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.
10. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the University shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
11. If, in the judgment of the appointee's department chair or supervisor, a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that

the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.

12. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs III.C.1-12 will be applied only to subsequent appointments.
13. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
14. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the University or the University System, including, but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation or discontinuation of programs; and criteria on teaching, scholarship, and service.

D. Provisions Relating to Formal Promotion and Tenure Reviews

1. Reviews for promotion and tenure shall be conducted according to the duly adopted written policies and procedures of the University. These procedures shall be published in the Faculty Handbook.
2. Faculty review committees are a part of the review process at each level.
3. Each review by a faculty committee and each review by the administrator of an academic unit (chair or dean) shall be focused on the evaluation of the candidate using the Criteria for Tenure and/or Promotion of that unit. Each review shall be based on materials that must include the candidate's *c.v.*, the candidate's Personal Statement, the Summary Statement of Professional Achievements, the Candidate's Response to the Summary Statement of Professional Achievements (if one is written), the letters from external evaluators, and the other prescribed elements in the University Appointment, Promotion and Tenure Procedures Manual. At the second and third levels of review, these promotion materials include the promotion committee reports and the letters from academic unit administrators.
4. A faculty member eligible to vote on the promotion recommendation on a candidate of an academic unit may not participate in a review of that candidate or vote on that candidate at a higher level of review. Because they provide an independent evaluation, department chairs, academic

deans, and the Provost are ineligible to vote at any level.

5. Candidates shall have the right to appeal negative promotion and tenure decisions on grounds specified in the policies and procedures of paragraph V.B.

#### IV. PROMOTION, TENURE, AND EMERITUS REVIEW

The Provost shall develop detailed written procedures, implementing the University and the System policies on appointment, promotion, and tenure. This set of procedures shall be known as the University's Implementation of the University Appointment, Promotion and Tenure Policy and these procedures shall govern the University's decision-making. The procedures developed shall be subject to review and approval by the University Senate. The Provost shall also develop useful guidelines, suggestions, and advice for candidates for tenure and/or promotion and for academic units responsible for carrying out reviews of candidates. Each year the Provost shall publish the University Appointment, Promotion and Tenure Procedures Manual. This manual shall contain the entire text of the University's Appointment, Promotion and Tenure Policy, the University's implementation of this policy, and the guidelines, suggestions, and advice for candidates and for academic units. The University's Implementation should contain the University's required procedures clearly identified as such. All guidelines, suggestions, and advice in the Manual must be so labeled and distinguished from the required procedures.

Each college, school, and department shall develop detailed written procedures implementing the University and System policies on appointment, promotion, and tenure and the University's implementation of the University's Policy. The procedures of each academic unit shall be subject to review and approval by the policy-setting faculty body of the college or school for an academic unit in a departmentalized college or school, as established in its plan of organization, by the dean, and by the University Senate.

The University's required procedures and the required procedures of each academic unit to which a candidate belongs shall apply to promotion and tenure decisions for all full-time faculty and for academic administrators who hold faculty rank, or who would hold faculty rank if appointed.

The Provost has the responsibility for systematically monitoring the fair and timely compliance of all academic units with the approved procedures of this Appointment, Tenure and Promotion Policy and for the prompt remedying of any failure to fulfill a Provision of this Policy that occurs prior to the institution of a formal tenure and/or promotion review. A violation of procedural due process during a formal review for tenure and/or promotion is subject to the provisions of Section V, The Appeals Process.

At the time of appointment, each new faculty member shall be provided by the chair or

dean of the first-level unit with a copy of the University's Appointment, Promotion and Tenure Procedures Manual and the procedures for the lower-level academic units to which he or she belongs and the chair or dean shall discuss the procedures with the faculty member. Faculty members should stay up to date on these procedures and academic units should keep their faculty members informed of any changes.

Faculty review committees shall be an essential part of the review and recommendation process for all full-time faculty. Review committees and administrators at all levels shall impose the highest standards of quality, shall ensure that all candidates receive fair and impartial treatment, and shall be responsible for maintaining the integrity and the confidentiality of the review and recommendation process.

Candidates for tenure and/or promotion are responsible for providing their academic unit with an accurate *curriculum vitae* detailing their academic and professional achievements. Candidates holding faculty rank at the University shall also make a written Personal Statement advocating their case for tenure and/or promotion based on the facts in their *c.v.*, on the applicable Criteria for Tenure and/or Promotion, and on their perspective of those achievements in the context of their discipline. Both the *c.v.* and the Personal Statement shall be presented in the form required by the University Appointment, Promotion and Tenure Procedures Manual at the beginning of the academic year in which a formal review for tenure and/or promotion will occur. These two documents shall be included with each request for external evaluation and shall be included in the promotion dossier reviewed at each level within the University. Within the University review system, units and administrators may express their judgments on the contents and on the significance of elements in either of the candidate's documents. Units may only ask in neutral language for external evaluators to comment on elements of these documents as part of their review but not suggest conclusions.

The burden of evaluating the qualifications and suitability of the candidate for tenure and promotion is greatest at the first level of review. Great weight shall be given at the higher levels of review to the judgments and recommendations of lower-level review committees and to the principle of peer review.

The decision whether or not to award tenure or promotion shall be based primarily on the candidate's record of accomplishment in each of the three areas of teaching and advisement, research, and service, and the anticipated level of future achievements as indicated by accomplishments to date. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may legitimately be considered in the context of a tenure decision; but in no case shall the year of the tenure review be the first occasion on which these considerations are raised. The faculty and the unit chair or dean are responsible for advising untenured faculty on any and all programmatic considerations relative to the tenure decision, conveying such information to the candidate at the earliest opportunity during annual assessments of progress towards tenure.

When the President has completed his or her review of the tenure or promotion case and informed the candidate of the decision, the list of members of the unit, college, and campus committees shall be made public.

A. First-level Review

1. Eligible Voters: At the first-level unit of review, the review committee shall consist of all members of the faculty of that unit who are eligible to vote. To be eligible to vote within the first-level unit, the faculty member must hold a tenured appointment in the university and must be at or above the rank to which the candidate seeks appointment or promotion. Tenured faculty voting on promotions cases at the first-level of review may only do so in a single academic department or non-departmentalized school, and may only vote in units in which they have a regular appointment and where this is permitted by the unit's plan of organization. In those cases where a faculty member has the opportunity to vote in more than one department or non-departmentalized school, the faculty member votes in that department/school in which the faculty member holds tenure.

In those cases where a faculty member has the opportunity to vote at more than one level of review, the faculty member votes at the first level of review at which the faculty member has the opportunity to vote. There are two exceptions: (a) chairs or deans are excluded from voting as faculty in their first level unit; (b) if there are fewer than three (3) eligible faculty members in the first-level unit, the dean at his/her discretion shall appoint one or more eligible faculty members from related units as voting members of the first-level review committee, to ensure that the review committee shall contain at least three (3) persons. Consequently, in promotion and tenure cases of faculty with joint appointments, faculty appointed by the dean to the first-level review committee of the primary unit, who are also members of a secondary unit providing input on a candidate, are permitted to vote on the candidate only in the primary unit where they have been appointed as member of the review committee by the Dean.

Although they do not have voting privileges, other faculty and the head of the first-level unit may be invited to participate in discussion about the candidate if the plan of organization and the bylaws of the unit permit.

Advisory Subcommittee: The first-level unit review committee may establish an advisory subcommittee to gather material and make recommendations, but the vote of the entire eligible faculty of the first-level unit shall be considered the faculty recommendation of the first-level

unit.

Conduct of the Review: The first-level review committee shall appoint an eligible member of the faculty from the first-level unit to serve as chair and spokesperson for the candidate's review committee. The chair of the review committee is responsible for writing the recommendation on the candidate and recording the transactions at the review meeting. Under no circumstances may the chair of the unit or dean serve as spokesperson for the first-level unit review committee or write its report.

As the first-level administrator, the chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all other relevant materials by any reviewing committee at a higher level. Requests for information from higher level review units shall be transmitted to both the chair of the first-level unit review committee and the first-level unit administrator.

Joint Appointments: Faculty members with joint appointments hold both a primary appointment (in their tenure home) and one or more secondary appointments (in the unit or units that are not their tenure home). When a joint appointment candidate is reviewed for appointment, promotion and/or tenure, the primary appointment unit is responsible for making the recommendation after first obtaining advisory input from the (one or more) secondary units, as appropriate. The advisory input from secondary unit(s) will be as follows:

- If the candidate holds a temporary appointment in the secondary unit, then the secondary unit's advice to the primary unit shall consist solely of a written recommendation by the chair or director of the secondary unit.
- If the candidate holds a permanent appointment in a secondary unit that is neither an academic department nor a non-departmentalized school, then the director's recommendation will be informed by advice from the faculty in the unit who are at or above the rank to which the candidate aspires. That advice shall be in a format consistent with the unit's plan of organization. If the plan of organization includes a vote, the vote may not include those eligible to vote elsewhere on the candidate.
- If the candidate holds a permanent appointment in a secondary unit that is either an academic department or a non-departmentalized school, then there shall be both a vote of the faculty in the unit who are at or above the rank to which the candidate aspires and a written recommendation by the head of that unit. The restriction on multiple faculty votes continues to apply in this instance.

The secondary unit's review of the candidate shall be provided to the first-level unit review committee and the first-level administrator. If the chair/director of the secondary unit is also a member of the candidate's primary unit, the chair/director may participate in the deliberations of the primary unit, but may not vote on the candidate's promotion in that unit.

2. The committee shall solicit letters of evaluation from six or more widely recognized authorities in the field, chosen from a list that shall include individuals nominated by the candidate. At least three letters and at most one-half of the requested letters shall be from persons nominated by the candidate.
3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit's faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for tenure and promotion in the third year of an assistant professor's appointment. The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor's appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and the first-level administrator of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured in a similar fashion to reviews for tenure and/or promotion according to the unit's plan of governance but normally will not involve external evaluations of the faculty member. If it is deemed

necessary to obtain informal external evaluations, the academic unit must adopt written procedures applying this requirement to all intermediate reviews and these procedures must be approved by the academic administrator (dean or provost) at the next level of review.

Any change in the nature of the institution's or the unit's programmatic needs which may have a bearing on the candidate's prospects for tenure should be brought to the attention of the candidate at the earliest possible time. In addition, first-level units shall make the best possible effort to advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. The advice and assessments provided to untenured candidates should avoid simplistic quantitative guidelines and should not suggest or imply that tenure decisions will be based on the quantity of effort or scholarly activity, independently of its intellectual quality.

4. A tenure-track or tenured faculty member may request a formal review for tenure or promotion.
5. The tenure or promotion case shall go forward to the next level of review if fifty percent of the faculty vote cast is favorable (or such higher percentage as may be established by procedures or guidelines of the first-level unit) or if the recommendation of the administrator of the first-level unit is favorable. If both faculty and unit administrator recommendations are negative, the case shall be reviewed at the next level only by the dean (or, in the case of a non-departmentalized school or college, the Provost). The dean (or Provost) shall review the case to ensure that the candidate has received procedural and substantive due process, as defined in Section V.B.1.b. If the dean (or Provost) believes that the candidate has not received due process, he or she shall direct the unit to reconsider. The candidate may withdraw from his or her review at any time prior to the President's decision.
6. The first-level review committee shall prepare a concise Summary Statement of Professional Achievements on each candidate for tenure and/or promotion. The Summary Statement shall place the professional achievements of the candidate in scholarship, research, artistic performance, and/or Extension in the context of the broader discipline. It shall place the candidate's professional achievements in teaching and in service in the context of the responsibilities of the unit, the college or school, the University, and the greater community. The Summary Statement shall be factual and objective, not evaluative. The Summary Statement shall be reviewed by the candidate at least two weeks before the meeting at which the academic unit begins consideration of its

recommendation on tenure and/or promotion. If the candidate and the committee cannot agree on the Summary Statement, the candidate has the right and the responsibility to submit a Response to the Summary Statement of Professional Achievements for the consideration of the voting members of the review committee and the academic unit must note the existence of the Response in the unit's Summary Statement. The purpose of the Summary Statement is to set the candidate's work in the context of the field for each level of review within the University and it is not to be sent to external evaluators or others outside the University.

7. The chair of the first-level review committee shall prepare a written report stating the committee's vote and recommendation on whether or not to grant tenure or promotion, and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taking place among the members of the committee. This letter will be provided to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberation who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.
8. The recommendation of the first-level administrator shall likewise be in writing. The administrator's recommendation shall be transmitted to the second-level review and shall be made available to all eligible members of the first-level faculty.
9. If a faculty member must be given a formal review for tenure in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, and the chair or dean of the first-level academic unit of which the appointee is a member fails to transmit, by the date specified in paragraph IV.F.2 of this policy, a tenure recommendation for the appointee, the Provost shall extend the deadline for the transmittal of such recommendations and instruct the first-level unit to forward recommendations and all supporting documents as expeditiously as possible.

B. Second-level Review

1. Second-level review of recommendations for promotion and tenure from departments shall be conducted within the appropriate college. The second-level review committees shall be established in conformity with the approved bylaws of the college. The dean may be a non-voting ex-officio member but not a voting member of the committee. Each second-level committee shall elect its own chair and an alternate chair; the latter

shall serve as chair when a candidate from the chair's own unit is under discussion. A committee member who is entitled to vote in a lower-level review of a candidate may be present for the discussion of that candidate but shall not participate in the discussion in any way and shall not vote on that candidate. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the second-level review committee shall not discuss specific cases with anyone who is not a member of the second-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

2. Review of recommendations for promotion and tenure from non-departmentalized schools and colleges shall be conducted by the third-level review (see Section IV.C.1) committee.
3. Both the recommendation of the second-level committee and the recommendation of the second-level administrator shall go forward to be considered, together with all other relevant materials, at higher levels of review.
4. When significant questions arise regarding the recommendations from the first-level review or the contents of the dossier, the second-level review committee shall provide an opportunity for the chair of the first-level academic unit and the designated spokesperson of the first-level unit review committee to meet with the second-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The second-level review committee may also request additional information from the first level of review by following the procedures described in Section F1 below.
5. Whether its recommendation is favorable or unfavorable, the committee shall, as soon as possible and no later than thirty (30) days after the decision, transmit through the dean its decision, its vote, and a written justification to the Provost. The dean of the college shall also promptly transmit his or her recommendation with a written justification to the Provost.

C. Third-level Review

1. A third- or campus-level review committee shall be established in the

following manner: The Provost shall appoint nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical, and Physical Sciences; Education; Engineering; Chemical and Life Sciences) and one from among the five small colleges (Architecture, Planning, and Preservation; Health and Human Performance; Information Studies; Journalism; Public Policy). Since this committee shall make its recommendations on the basis of whether or not the University's high standards for tenure and/or promotion have been met, members of this committee shall have a track record of outstanding academic judgment along with sufficient intellectual breadth and depth to be capable of comparing and judging candidates from varied disciplinary, cross-disciplinary, and professional backgrounds. No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position may serve as a voting member of the committee. The Provost shall be a non-voting ex-officio member. A committee member who is entitled to vote in a lower-level review of a candidate shall not be present for the discussion of that candidate and shall not vote on that candidate. Appointments to the third-level review committee from the eight large colleges shall be for three years while the appointment from one of the five small colleges shall be for two years, with the terms staggered so that approximately one-third of the committee is replaced each year. No one may serve two consecutive terms. The third-level review committee shall elect its own chair and alternate chair. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the third-level review committee shall not discuss specific cases with anyone who is not a member of the third-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

2. When questions arise regarding the recommendations from either the first- or second-level reviews or the contents of the dossier, the third-level committee shall provide the opportunity for the first-level unit administrator, the spokesperson for the first-level faculty review committee, the dean of the college, and the chair of the second-level review committee to meet with the third-level committee to discuss their recommendations; the committee shall provide them with a written list of

the committee's general concerns about the candidate's case prior to the meeting. The third-level review committee may also request additional information from the first and second levels of review by following the procedures prescribed in Section F1 below.

3. The committee shall promptly transmit its recommendation and a written justification through the Provost to the President, along with all materials provided from the lower levels of review. The Provost and the President shall confer about the case, and the Provost shall transmit his or her recommendation and a written justification to the President. If the Provost's recommendation differs from that of the third-level committee or from that of the Dean, the Provost will meet with the committee and/or the dean to discuss the review. After the President has made a decision, a report on the decisions reached at the third level of review shall be provided to the second-level administrator and faculty committee chair, the first-level administrator and faculty chair, and to the candidate.
4. The Third-level Review Committee and the Provost shall conduct an end-of-the-year review of appointment, promotion, and tenure. The Committee shall write a public Annual report, the purpose of which includes improving the understanding of faculty members and of academic units about appointments, promotion, and tenure. The report should include any recommendations for improvements in policy, procedures, or the carrying out of reviews of candidates. The Provost shall write a public report annually giving statistical information on the appointment, promotion, and tenure cases considered during the academic year.

D. Notification to Candidates for Tenure and/or Promotion

Upon completion of the first-level review, the unit administrator at the first level shall within two weeks of the date of the decision: (1) inform the candidate whether the recommendations made by the faculty committee and the unit administrator were positive or negative (including specific information on the number of faculty who voted for tenure and/or promotion, the number who voted against, and the number of abstentions), and (2) prepare for the candidate a letter summarizing in general terms the nature of the considerations on which those decisions were based. At higher levels of review, summaries shall be provided to the candidate whenever either or both faculty and administrator recommendations are negative. The chair of the faculty committee shall review the summary letter prepared by the unit administrator in order to ensure that it accurately summarizes the considerations regarded as relevant by the faculty committee at that level. The chair of the faculty committee at each level shall be provided access to the unit administrator's letters to the candidate and to the next level of review in order to ensure that the summary accurately reflects the

recommendation and rationale provided to higher levels of review. In addition, both letters shall be made available for review in the office of the chair (dean or Provost) by any member of the faculty committee at that level. In the event that the chair of the faculty committee and the unit administrator are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the tenure or promotion file as the case proceeds through higher levels of review.

E. Presidential Review

Full-time appointments or promotions to the ranks of Associate Professor or Professor require the written approval of the President, in whom resides final authority for promotion and granting of tenure to faculty. Final authority for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.

F. General Procedures Governing Promotion and Tenure

1. With the exception of the third-level review committee, in their reviews of tenure and promotion recommendations from lower levels, upper-level administrators or review committees may not seek or use additional information from outside sources concerning a candidate's merits unless: (1) the materials forwarded from lower levels indicate the presence of a significant dissenting vote or divided recommendations from a lower level; (2) representatives from the first-level unit participate in the selection of additional persons to be consulted; and (3) the assessments received from these external sources are shared with and considered by the first-level review committee and by the unit's chair or dean; and (4) the review committee and the unit's academic administrator have the opportunity to reconsider their recommendations in the light of the augmented promotion dossier. The third-level review committee may seek additional information on any candidate as it chooses, although it must follow (2), (3) and (4) as described above. In doing so, the committee should ask the Provost to obtain the additional information from the Dean, who would then consult with the Department Chair to obtain faculty input. The evidential basis for upper-level committees and administrators should be restricted to the materials as assembled and evaluated by the first-level unit, with the exception of information obtained in compliance with the procedures just described. Candidates for tenure or promotion, however, are permitted to bring to the attention of the university administration any changes in their circumstances which might have a significant bearing on the tenure or promotion question. In the event that candidates for tenure or promotion bring information of this sort

to the attention of upper-level committees or administrators after the first-level review has been concluded, these committees or administrators may take these changes into account in reaching their decisions and may elect to send the case back to the first-level for reconsideration.

2. The candidate's application and supporting materials, and the reports and recommendations of the first-level committee and administrator, shall be transmitted to the appropriate levels of secondary review no later than a date set annually by the Provost.
3. If an untenured faculty member requests leave without pay for a year or more, the dean of the college in which the faculty member will be considered for tenure shall recommend whether or not the faculty member's mandatory tenure review will be delayed. A positive recommendation from the dean to stop the tenure clock shall require evidence: (1) that the leave of absence will be in the interest of the University, and (2) that the faculty member's capacity to engage in continued professional activity will be significantly impaired during the period of the leave. The dean's recommendation shall be included in the proposal for leave submitted to the Provost. Delay of the mandatory tenure review requires the written approval of the Provost.
4. A faculty member who would otherwise receive a formal review for tenure may waive the review by requesting in writing that he or she not be considered for tenure. A faculty member who has waived a tenure review shall receive whatever terminal appointments he or she would have received if tenure had been denied. A faculty member at any rank who has been denied tenure and who is ineligible for further consideration shall receive an additional and terminal one-year appointment in that rank.
5. All recommendations for the appointment of faculty below the rank of Associate Professor shall be transmitted for approval through the various levels of review to the President or designee. Final authority for any appointment that confers tenure or for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.
6. After a negative decision by the President, candidates for promotion or tenure shall be notified by certified mail. Determination of the time limits for the period during which an appeal may be made shall be based on the date of the candidate's receipt of the President's letter.

G. Procedures Governing the Granting of Emerita/Emeritus Status

1. Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV who have been members of the faculty of the University of Maryland at College Park for ten or more years, and who give to their chair or dean proper written notice of their intention to retire, are eligible for nomination to emerita/emeritus status (see I.E.7 Emerita, Emeritus). Only in exceptional circumstances may Professors with fewer than ten years of service to the institution be recommended for emerita/emeritus status..
2. The decision whether or not to award emeritus standing shall be based primarily on the candidate's record of significant accomplishment in any of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, and (3) service.
3. If a faculty member gives notice of intention to retire before March 15, the first-level tenured faculty shall vote on emeritus standing within 45 days of the notice. If notice is given after March 15, the vote shall be taken no later than the 45th day of the following semester. The result of the vote shall be transmitted in writing to the candidate and to the administrator of the unit no later than ten days after the vote is taken. A faculty member who has not been informed of the decision concerning his or her emeritus standing within the time limits specified, shall be entitled to appeal the action as a negative decision in accordance with V.B.2.
4. The review committee of the first-level unit shall consist of all eligible members of the faculty. Eligible members of the faculty are all full-time tenured associate and full professors, as appropriate, excluding the chair or dean. The vote of the entire eligible faculty shall be considered the recommendation of the faculty. The chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all relevant materials by administrators at higher levels.
5. An emeritus case shall go forward to the next level of review if the department chair's recommendation is positive or the faculty vote is at least fifty percent favorable.
6. The chair of the first-level committee shall prepare a written report, stating the committee's vote and recommendation on whether or not to award emeritus standing and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taken place among the members of the committee. This letter will be forwarded to the chair or dean for his or her information and for

forwarding to higher levels of review. Faculty participating in the unit's deliberations who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.

7. The recommendation of the first-level administrator shall also be in writing. The administrator's recommendation shall be transmitted to the second-level of review and a copy shall be made available for review by any member of the faculty participating in the unit's review deliberations.
8. Second-level review of recommendations of emeritus standing shall be conducted by the appropriate dean. Second-level reviews of recommendations from non-departmentalized schools and colleges shall be conducted by the Provost. The second-level recommendation of the dean or the Provost, together with all other relevant materials, shall be transmitted to the President.
9. The President shall make the final decision on the award of emeritus standing.
10. Faculty members with ten or more years of service to the University who retired prior to the effective date of this policy and who have not been granted emeritus standing may apply to their departments for consideration as in Section IV.G.1.

#### H. Termination of Faculty Appointments for Cause

If a tenured or tenure-track faculty member whose appointment the campus administration seeks to terminate for cause requests a hearing by a hearing officer, the hearing officer shall be appointed by the President from a college or school other than that of the appointee, with the advice and consent of the faculty members of the Executive Committee of the Campus Senate. If the appointee requests a hearing by a faculty board of review, members of the board of review shall be appointed by the faculty members of the Executive Committee of the Campus Senate from among tenured Professors not involved in administrative duties.

### V. THE APPEALS PROCESS

#### A. Appeals Committees

1. The President shall appoint an appeals committee. This committee shall consist of nine faculty members holding the rank of Professor, one from each from the eight large colleges (Agriculture and Natural Resources;

Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical and Physical Sciences; Education; Engineering; Chemical and Life Sciences) and one from among the five small colleges (Architecture, Planning, and Preservation; Health and Human Performance; Information Studies; Journalism; Public Policy). No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position and no one who has participated in the promotion and tenure review process of the appellant shall serve on the campus appeals committee. Appointment to the campus appeals committee shall be for one year, and no one may serve two consecutive terms. Appeals committees shall elect their own chairs. The committee members must maintain absolute confidentiality in their consideration of cases.

2. Special appeals committees at the college, school or campus level shall be appointed by the dean, Provost or President in a manner consistent with the policies, bylaws, or practice of the respective unit.

## B. Guidelines and Procedures for Appeals

### 1. Negative Promotion and/or Tenure Decisions

#### a. Mandatory and Non-Mandatory Reviews

When a candidate for promotion and/or tenure receives notification from the President, dean or chair that promotion or tenure was not awarded, the candidate may appeal the decision by requesting that the President submit the matter to the Campus Appeals Committee for consideration. The request shall be in writing and be made within sixty (60) days of notification of the negative decision. If the request is granted, all papers to be filed in support of the appeal must be submitted to the Appeals Committee not later than one hundred and twenty (120) days after notification unless otherwise extended by the President because of circumstances reasonably beyond control of the candidate. In writing these appeals letters, the appellant should be aware that these letters serve as the evidentiary basis for investigations of the validity of the appeal and that, should the President accept the request and refer the appeal to the Campus Appeals Committee, these letters shall be shared by the Campus Appeals Committee with the parties against whom allegations are made and any other persons deemed necessary by the Committee for a determination of

the issues.

b. Grounds for Appeal

The grounds for appeal of a negative promotion and tenure decision shall be limited to (1) violation of procedural due process, and/or (2) violation of substantive due process.

A decision may not be appealed on the ground that a different review committee, department chair, dean or Provost exercising sound academic judgment might, or would, have come to a different conclusion. An appeals committee will not substitute its academic judgment for the judgment of those in the review process.

Violation of procedural due process means that the decision was negatively influenced by a failure during the formal review for tenure and/or promotion by those in the review process to take a procedural step or to fulfill a procedural requirement established in relevant promotion and tenure review procedures of a department, school, college, campus or system. Procedural violations occurring prior to the review process are not a basis for an appeal and are dealt with under the provisions of paragraph 4 of the introduction to Section IV, Promotion, Tenure, and Emeritus Review.

Violation of substantive due process means that: (1) the decision was based upon an illegal or constitutionally impermissible consideration; e.g. upon the candidate's gender, race, age, nationality, handicap, sexual orientation, or on the candidate's exercise of protected first amendment freedoms (e.g., freedom of speech); or (2) the decision was arbitrary or capricious, i.e., it was based on erroneous information or misinterpretation of information, or the decision was clearly inconsistent with the supporting materials.

c. Standard of Proof

An appeal shall not be granted unless the alleged grounds for appeal are demonstrated by a preponderance of the evidence.

d. Responsibilities and Powers of the Appeals Committee

1. The appeals committee shall notify the relevant

administrators and APT chairs in writing of the grounds for the appeal and meet with them to discuss the issues.

2. The appeals committee shall meet with the appellant to discuss and clarify the issues raised in the appeal.
3. The appeals committee has investigative powers. The appeals committee may interview persons in the review process whom it believes to have information relevant to the appeal. Additionally, the Appeals Committee shall examine all documents related to the appellant's promotion or tenure review and may have access to such other departmental and college materials as it deems relevant to the case. Whenever the committee believes that a meeting could lead to a better understanding of the issues in the appeal, it shall meet with the appropriate party (with the appellant or with the relevant academic administrator and APT chair).
4. The Appeals Committee shall prepare a written report for the President. The report shall be based upon the weight of evidence before it. It shall include findings with respect to the grounds alleged on appeal, and, where appropriate, recommendations for corrective action. Such remedy may include the return of the matter back to the stage of the review process at which the error was made and action to eliminate any harmful effects it may have had on the full and fair consideration of the case. No recommended remedy, however, may abrogate the principle of peer review.
5. The President shall attach great weight to the findings and recommendations of the committee. The decision of the President shall be final. The decision and the rationale shall be transmitted to the appellant, the department chair, dean, chair(s) of the relevant APT committee(s) and Provost in writing.

e. Implementation of the President's Decision

1. When the President supports the grounds for an appeal, the Provost has the responsibility for oversight of the implementation of the corrective actions the President requires to be taken. Within 30 days of receipt of the

President's letter, the Provost shall request the administrator involved to formulate a plan and a timeline for implementing and monitoring the corrective actions. Within 30 days after receipt of this letter, the administrator must supply a written reply. The Provost may require modification of the plan before approving it.

2. The Provost shall appoint a Provost's Representative to participate in all stages of the implementation of the corrective actions specified in the approved plan for the re-review, including participation in the meeting or meetings at which the academic unit discusses, reviews, or votes on its recommendation for tenure and/or promotion for the appellant. The Provost's Representative shall participate in these activities but does not have a vote. After the academic unit completes its review, the Provost's Representative shall prepare a report on all of the elements of corrective action specified in the approved plan and this report will be included with the complete dossier to be reviewed at higher levels within the University. The Provost's Representative shall be a senior member of the faculty with no previous or potential involvement at any level of review or appeal pertaining to the consideration of the appellant for tenure and/or promotion except for the participation as Provost's Representative as defined in this paragraph.
3. The Provost's request and the administrator's approved plan of implementation must be included in the dossier from the inception of the review. Re-reviews begin at the level of review at which the violation(s) of due process occurred and evaluate the person's record at the time the initial review occurred unless otherwise specified by the President. The administrator at the level at which the errors occurred, in addition to evaluating the candidate for promotion, must certify that each of the corrective actions has been taken and describe how the actions have been implemented. Re-reviews must proceed through all levels of evaluation including Presidential review. The Provost's review of the dossier will include an evaluation of compliance with the requirements imposed in the President's decision to grant the appeal. If the Provost discovers a serious failure by the unit to comply with the corrective actions required, the Provost shall formulate and

implement a new plan for corrective action with respect to the appellant. In addition, the Provost shall inform (in writing) the administrator of the unit where the failure arose and the Provost shall take appropriate disciplinary action.

f. Extension of Contract

In the event that the appellant's contract of employment will have terminated before reconsideration can be completed, the appellant may request the President to extend the contract for one additional year beyond the date of its normal termination, with the understanding that the extension does not in itself produce a claim to tenure through length of service.

2. Decision Not to Review

If a faculty member requests his or her first level academic unit to undertake a review for his or her promotion or early recommendation for tenure, and the academic unit decides not to undertake the review or fails to transmit a recommendation by the date announced for transmittals, as specified in IV.F.2, above, the faculty member may appeal to the dean (if in a department) or to the Provost (if in a non-departmentalized school or college) requesting the formation of a special appeals committee to consider the matter. The request shall be made in writing. It shall be made promptly, and in no case later than thirty (30) days following written notification of the decision of the first-level academic unit.

If the dean or Provost determines not to form a special appeals committee, the faculty member may appeal to the Provost (if the decision was the dean's) or to the President (if the decision was the Provost's) requesting formation of the special appeals committee. Request shall be made in writing. It shall be made promptly, and in no case no later than thirty (30) days following written notification of the decision of the dean or Provost.

The grounds for appeal and the burden of proof shall, in all instances, be the same as set forth in V.B.1.b and c, above. A committee shall not substitute its academic judgment for that of the first-level unit. The responsibility of a special appeals committee shall be to prepare findings and recommendations. The committee may, for example, recommend that the dean or Provost extend the deadline for transmitting a recommendation and instruct the first-level unit to forward supporting documents as expeditiously as possible. A decision by a dean or the Provost, upon receiving the findings and recommendations of a special appeals

committee, shall be final. A decision by the President shall be final.

3. Decision Not to Renew

When, prior to the mandatory promotion and tenure decision, an untenured tenure-track faculty member receives notification that his or her appointment will not be renewed by the first-level unit, he or she may appeal the decision in the manner described in V.B.1.a above.

4. Emeritus Standing

An unsuccessful candidate for emeritus standing may appeal the decision in the manner described in V.B.1. above.

## Appendix Two - Proposed Policy Changes (in blue font)

### II-1.00(A) UNIVERSITY OF MARYLAND POLICY ON APPOINTMENT, PROMOTION, AND TENURE OF FACULTY

APPROVED BY THE PRESIDENT, FEBRUARY 16, 1993; APPROVED BY THE CHANCELLOR, MARCH 26, 1993; TEXT ON DISTINGUISHED UNIVERSITY PROFESSOR APPROVED BY THE CHANCELLOR ON APRIL 15, 1994; TEXT ON EMERITUS STATUS ADDED 1995; TEXT ON MANDATORY RETIREMENT AT AGE 70 REMOVED MARCH, 1996; TEXT ON TERM OF SERVICE FOR APT COMMITTEE MEMBERS AMENDED FEBRUARY 1998; TEXT ON PROFESSOR OF PRACTICE AMENDED 1998; TEXT ON SENIOR LECTURER ADDED NOVEMBER 2002; TEXT ON APPEALS PROCESS AMENDED AUGUST 2003; TEXT ON FIELD FACULTY ADDED OCTOBER 2003; TEXT ON LIBRARIANS ADDED APRIL, 2004; APPROVED BY THE PRESIDENT AND THE CHANCELLOR, DECEMBER 2004, EFFECTIVE AUGUST 23, 2005, TEXT ON COLLEGE PARK PROFESSOR ADDED JUNE 2005, CONTINUING THROUGH MAY 2012. TEXT ON LIBRARIAN EMERITA /EMERITUS STATUS ADDED APRIL 2006; TEXT ON FACULTY WITH SPLIT APPOINTMENTS ON APT COMMITTEES ADDED APRIL 2006; TEXT ON FACULTY EXTENSION AGENT AND ASSOCIATE AGENT AMENDED DECEMBER 15, 2006.

This policy complements the University of Maryland System Policy on Appointment, Rank, and Tenure of Faculty, adapting that policy in accordance with the institutional mission of the University of Maryland at College Park. Within the framework of the System Policy, it specifies the criteria and procedures related to faculty personnel actions which shall apply to the University of Maryland at College Park.

Subject to the provisions of paragraphs I.C.15 and I.C.17 of the University of Maryland System Policy on Appointment, Rank and Tenure of Faculty (1989), the provisions of paragraph III.C of this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be published in the Faculty Handbook and shall constitute part of the contractually binding agreement between the university and the faculty member. Any proposed changes to this University of Maryland at College Park Policy on Appointment, Promotion and Tenure of Faculty shall be submitted for initial review and endorsement by the College Park Campus Senate.

#### Terminological Note

The procedures spelled out in this document for tenure and promotion review specify three levels of review below the President's office. For most faculty members these are the department, the college, and the campus levels. However, some faculty members are appointed in colleges and schools that are not departmentalized and that conduct the initial review at the college or school level. For uniform terminology the initial review, whether conducted by a department or a non-

departmentalized school or college, is referred to as a “first-level review,” and “department” is usually replaced by “first-level unit.” First-level units thus comprise departments, non-departmentalized schools, and non-departmentalized colleges. Higher levels of review are referred to as “second-level” and “third-level.”

For the purpose of this policy, the term "university" and the term "institution" shall be synonymous and shall mean the University of Maryland at College Park. For the purpose of this policy, the word "days" shall refer to calendar days.

### Purpose of this Policy

The University of Maryland is dedicated to the discovery and the transmission of knowledge and to the achievement of excellence in its academic disciplines. Each faculty member has a personal responsibility for contributing to the achievement of excellence in his or her own academic discipline and for exercising the best judgment in advancing the department, the college, and the University. Those faculty members holding the rank of Professor have the greatest responsibility for establishing and maintaining the highest standards of academic performance within the University. This Policy on the Appointment, Promotion, and Tenure of Faculty exists to set the standards for appointment and promotion to the various faculty ranks and to recognize and to encourage the achievement of excellence on the part of the faculty members through the awarding of tenure and through promotion within the faculty ranks. Through this process the University builds and enhances its educational programs and services and it advances the state of knowledge which supports the growth and development of our society.

## I. MINIMUM QUALIFICATIONS FOR APPOINTMENT OR PROMOTION TO THE ACADEMIC AND ACADEMIC ADMINISTRATIVE RANKS

The only faculty ranks which may involve a tenure commitment are: Professor, Associate Professor, Assistant Professor, Principal Agent, Senior Agent, and Agent, and such other ranks as the Board of Regents may approve. Effective April 5, 1989, appointments to all other ranks, including any qualified rank, other than an honorific qualification, in which an additional adjective is introduced, are for a definite term and do not involve a tenure commitment. Those granted tenure in such a rank before April 5, 1989, shall continue to hold tenure in that rank.

The following shall be the minimum qualifications for appointment or promotion to the academic ranks in use by the University of Maryland at College Park.

### A. Faculty with Duties in Teaching and Research

#### 1. Instructor<sup>a</sup>

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<sup>a</sup> As of November 14, 1995, this title may NOT be used for new appointments.

An appointee to the rank of Instructor ordinarily shall hold the highest earned degree in his or her field of specialization. There shall be evidence also of potential for excellence in teaching and for a successful academic career. The rank does not carry tenure.

2. Assistant Professor

The appointee shall have qualities suggesting a high level of teaching ability in the relevant academic field, and shall provide evidence of potential for superior research, scholarship, or artistic creativity in the field. Because this is a tenure-track position, the appointee shall at the time of appointment show promise of having, at such time as he or she is to be reviewed for tenure and promotion in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, the qualities described under "Associate Professor" below. In most fields the doctorate shall be a requirement for appointment to an assistant professorship. Although the rank normally leads to review for tenure and promotion, persons appointed to the rank of Assistant Professor after the effective date of this policy shall not be granted tenure in this rank.

3. Associate Professor

In addition to having the qualifications of an Assistant Professor, the appointee shall have a high level of competence in teaching and advisement in the relevant academic field, shall have demonstrated significant research, scholarship, or artistic creativity in the field and shall have shown promise of continued productivity, shall be competent to direct work of major subdivisions of the primary academic unit and to offer graduate instruction and direct graduate research, and shall have served the campus, the profession, or the community in some useful way in addition to teaching and research. Promotion to the rank from within confers tenure; appointment to the rank from without may confer tenure.

4. Professor

In addition to having the qualifications of an Associate Professor, the appointee shall have established a national and, where appropriate, international reputation for outstanding research, scholarship or artistic creativity, and a distinguished record of teaching. There also must be a record of continuing evidence of relevant and effective professional service. The rank carries tenure.

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

All appointments in the following titles are renewable. Appointments with these

faculty titles do not carry tenure.

1. Faculty Research Assistant

The appointee shall be capable of assisting in research under the direction of the head of a research project and shall have ability and training adequate to the carrying out of the particular techniques required, the assembling of data, and the use and care of any specialized apparatus. A baccalaureate degree shall be the minimum requirement.

2. Research Associate

The appointee shall be trained in research procedures, shall be capable of carrying out individual research or collaborating in group research at the advanced level, and shall have had the experience and specialized training necessary for success in such research projects as may be undertaken. An earned doctorate shall normally be a minimum requirement.

3. Research Assistant Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer

These ranks are generally parallel to Assistant Professor. In addition to the qualifications of a Research Associate, appointees to these ranks shall have demonstrated superior research ability. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at these ranks. Appointment to these ranks may be made for a period of up to three years.

4. Research Associate Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer

These ranks are generally parallel to Associate Professor. In addition to the qualifications required of the assistant ranks, appointees to these ranks should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Appointment to these ranks may be made for a period of up to three years.

5. Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer

These ranks are generally parallel to Professor. In addition to the qualifications required of the associate ranks, appointees to these ranks should have demonstrated a degree of proficiency sufficient to establish an excellent

reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Appointment to these ranks may be made for a period of up to five years.

6. Assistant Artist-in-Residence; Associate Artist-in-Residence; Senior Artist-in-Residence

These titles, parallel to Assistant Professor, Associate Professor, and Professor, respectively, are intended for those persons whose professional activities are of a creative or performance nature, including but not limited to theatre, dance, music, and art. In each case, the qualifications shall reflect demonstrated superior proficiency and excellence and progressively higher national and international reputation, as appropriate to the ranks involved. Appointment to the rank of Senior Artist-in-Residence may be made for a period of up to five years; appointment to the ranks of Assistant Artist-in-Residence and Associate Artist-in-Residence may be made for a period of up to three years.

C. Field Faculty

1. Associate Agent

The appointee shall hold at least a bachelor's degree and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This is a term appointment and may be renewed annually.

2. Faculty Extension Assistant

The appointee shall be capable of assisting in Extension under the direction of the head of an Extension project and have the specialized expertise, training and ability to perform the duties required. An earned bachelor's degree and experience in the specialized field is required.

3. Faculty Extension Associate

The appointee shall be capable of carrying out individual instruction or collaborating in group discussions at the advanced level, should be trained in Extension procedures, and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.

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

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

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

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

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

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

D. Faculty Engaged Exclusively or Primarily in Library Services

Library faculty hold the ranks of Librarian I-IV. Each rank requires a master's degree from an American Library Association accredited program or a graduate degree in another field where appropriate. The master's degree is considered the terminal degree. Appointments to these ranks are for 12 months with leave and other benefits provided to twelve-month tenured/tenure track faculty members with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

Permanent status is an institutional commitment to permanent and continuous employment to be terminated only for adequate cause (for example, professional or scholarly misconduct; incompetence; moral turpitude; or willful neglect of duty) and only after due process in accordance with relevant USM and campus policies. Librarians at the rank of Librarian I and Librarian II are not eligible for permanent status. Permanent status is available for library faculty holding the rank of Librarian III and Librarian IV. Those candidates without permanent status applying for the rank of Librarian III and Librarian IV shall be considered concurrently for permanent status.

1. Librarian I

This is an entry-level rank, assigned to librarians with little or no professional library experience. This rank does not carry permanent status.

2. Librarian II

Librarians at this rank have demonstrated professional development evidenced by achievement of a specialization in a subject, service, technical, administrative, or other area of value to the library. This rank does not carry permanent status.

3. Librarian III

Librarians at this rank have a high level of competence in performing professional duties requiring specialized knowledge or experience. They shall have served the Libraries, the campus, or the community in some significant way; have shown evidence of creative or scholarly contribution; and have been involved in mentoring and providing developmental opportunities for their colleagues. They shall have shown promise of continued productivity in librarianship, service, and scholarship or creativity. Promotion to this rank from within the Libraries confers permanent status; appointment to this rank from outside the Libraries may confer permanent status.

4. Librarian IV

Librarians at this rank show evidence of superior performance at the highest levels of specialized work and professional responsibility. They have shown evidence of and demonstrate promise for continued contribution in valuable service and significant creative or scholarly contribution. Such achievement must include leadership roles and have resulted in the attainment of Libraries, campus, state, regional, national, or international recognition. This rank carries permanent status.

E. Additional Faculty Ranks

1. Assistant Instructor

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

2. Lecturer

The title Lecturer will ordinarily be used to designate appointments, at any salary and experience level, of persons who are serving in a teaching capacity for a limited time or part-time. This rank does not carry tenure.

3. Senior Lecturer

In addition to having the qualifications of a lecturer, the appointee normally shall have established over the course of six years a record of teaching excellence and service. Appointment to this rank requires the approval of the departmental faculty. The appointment is made for a term not to exceed five years and is renewable. This rank does not carry tenure.

4. Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor

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

5. Affiliate Assistant Professor, Affiliate Associate Professor, Affiliate Professor, Affiliate Librarian II, Affiliate Librarian III, and Affiliate Librarian IV

These titles shall be used to recognize the affiliation of a faculty member or other university employee with an academic unit other than that to which his or her appointment and salary are formally linked. The nature of the affiliation shall be specified in writing, and the appointment shall be made upon the recommendation of the faculty of the department with which the appointee is to be affiliated and with the consent of the faculty of his or her primary department. The rank of affiliation shall be

commensurate with the appointee's qualifications.

6. Visiting Appointments

The prefix Visiting before an academic title, e.g., Visiting Professor, shall be used to designate a short-term professorial appointment without tenure.

7. Emerita, Emeritus

The word emerita or emeritus after an academic title shall designate a faculty member who has retired from full-time employment in the University of Maryland at College Park after meritorious service to the University in the areas of teaching, research, or service. Emerita or emeritus status may be conferred on Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV.

8. Distinguished University Professor

The title Distinguished University Professor will be conferred by the President upon a limited number of members of the faculty of the University of Maryland at College Park in recognition of distinguished achievement in teaching; research or creative activities; and service to the University, the profession, and the community. College Park faculty who, at the time of approval of this title, carry the title of Distinguished Professor, will be permitted to retain their present title or to change to the title of Distinguished University Professor. Designation as Distinguished University Professor shall include an annual allocation of funds to support his or her professional activities, to be expended in accordance with applicable University policies.

9. Professor of the Practice

This title may be used to appoint individuals who have demonstrated excellence in the practice as well as leadership in specific fields. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement. Additionally, the appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience. Appointees will hold the rank of Professor but, while having the stature, will not have rights that are limited to tenured faculty. Initial appointment is for periods up to five

years, and reappointment is possible. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

10. College Park Professor

This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at the University of Maryland at College Park at the level of professor but who normally hold full-time positions outside the University. Holders of this title may provide graduate student supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the Provost by the unit head and dean. Appointment as a College Park Professor does not carry tenure or expectation of salary.

11 Other Titles

No new faculty titles or designations shall be created by the University of Maryland at College Park for appointees to faculty status without approval by the Campus Senate and the President.

II. CRITERIA FOR APPOINTMENT AND PROMOTION

The criteria for appointment, tenure, and promotion shall reflect the educational mission of the University of Maryland at College Park: to provide an undergraduate education ranked among the best in the nation; to provide a nationally and internationally renowned program of graduate education and research, making significant contributions to the arts, the humanities, the professions, and the sciences; and to provide public service to the state and the nation embodying the best tradition of outstanding land-grant colleges and universities.

In the case of both appointments and promotions every effort shall be made to fill positions with persons of the highest qualifications. Search, appointment, and promotion procedures shall comply with institutional policies, including affirmative action guidelines, and be widely publicized and published in the Faculty Handbook.

It is the special responsibility of those in charge of recommending appointments to make a thorough search of available talent before recommending appointees. At a minimum, the search for full-time tenure-track or tenured faculty and academic administrators shall include the advertisement of available positions in the appropriate media.

Decisions on tenure-track appointments must also take account of the academic needs of

the department, school, college, and institution at the time of appointment and the projected needs at the time of consideration for tenure. This is both an element of sound academic planning and an essential element of fairness to candidates for tenure-track positions. Academic units shall select for initial appointment those candidates who, at the time of consideration for tenure, are most likely to merit tenure and also whose areas of expertise are most likely to be compatible with the unit's projected programmatic needs. The same concern shall be shown in the renewal of tenure-track appointments.

Each college, school, and department shall develop brief, general, written Criteria for Tenure and/or Promotion. The criteria to be considered in appointments and promotions fall into three general categories: (1) performance in teaching, advising, and mentoring of students; (2) performance in research, scholarship, and creative activity; (3) performance of professional service to the university, the profession, or the community. The relative importance of these criteria may vary among different academic units, but each of the categories shall be considered in every decision. The criteria for appointment to a faculty rank or tenure shall be the same as for promotion to that rank (or for tenuring at the rank of associate professor), whether or not the individual is being considered for an administrative appointment. An academic unit's general Criteria for Tenure and/or Promotion must receive the approval of the next level administrator. Any exceptional or unusual arrangements relating to criteria for tenure and/or promotion shall be specified in writing at the time of appointment and shall be approved by the faculty and administrator of the first-level unit, by the dean of the school or college, and by the Provost.

Upon appointment, each new faculty member shall be given by his or her chair or dean a copy of the unit's Criteria for Tenure and/or Promotion and the chair or dean shall discuss the Criteria with the faculty member. Each faculty member shall be notified promptly in writing by his or her chair or dean of any changes in the unit's Criteria for Tenure and/or Promotion.

Decisions on promotion of tenured faculty members shall be based on the academic merit of the candidate as evaluated using the relevant Criteria. Decisions on the renewal of untenured appointments and on promotion decisions involving the granting of tenure shall be based on the academic merit of the candidate as evaluated using the relevant Criteria and on the academic needs of the department, school, college, and institution. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may be legitimately considered in the context of a tenure decision. In no case, however, may programmatic considerations affecting a particular candidate be changed following the first renewal of the faculty contract of that candidate. It is essential that academic units develop long-range projections of programmatic needs in order that decisions on tenure and tenure-track appointments and promotions to tenure ranks be made on a rational basis.

A. Teaching and Advisement

Superior teaching and academic advisement at all instructional levels (or reasonable promise thereof in the case of initial appointments) are essential criteria in appointment and promotion. Every effort shall be made to recognize and emphasize excellence in teaching and advisement. The general test to be applied is that the faculty member be engaged regularly and effectively in teaching and advisement activities of high quality and significance.

The responsibility for the evaluation of teaching performance rests on the academic unit of the faculty member. Each academic unit shall develop and disseminate the criteria to be used in the evaluation of the teaching performance of its members. The evaluation should normally include opinions of students and colleagues.

B. Research, Scholarship, and Artistic Creativity

Research, scholarship and artistic creativity are among the primary functions of the university. A faculty member's contributions will vary from one academic or professional field to another, but the general test to be applied is that the faculty member be engaged continually and effectively in creative activities of distinction. Each academic unit shall develop and disseminate the criteria for evaluating scholarly and creative activity in that unit.

Research or other activity of a classified or proprietary nature shall not be considered in weighing an individual's case for appointment or promotion.

C. Service

In addition to a demonstrated excellence in teaching and in research, scholarship and artistic creativity, a candidate for promotion should have established a commitment to the University and the profession through participation in service activities. Such participation may take several different forms: service to the university; to the profession and higher education; and to the community, school systems, and governmental agencies. Service activity is expected of the faculty member, but service shall not substitute for teaching and advisement or for achievement in research, scholarship, or artistic creativity. Service activity shall not be expected or required of junior faculty to the point that it interferes with the development of their teaching and research.

III. APPOINTMENT OF FACULTY

A. Search Process

1. Recruitment of faculty shall be governed by written search procedures, which shall anticipate and describe the manner in which new professorial

faculty members will be recruited, including arrangements for interinstitutional appointments, interdepartmental appointments, and appointments in new academic units.

2. Search procedures shall reflect the commitment of the University to equal opportunity and affirmative action. Campus procedures shall be widely disseminated and published in the Faculty Handbook.
3. Faculty review committees are an essential part of the review and recommendation process for new full-time faculty appointments. The procedures which lead to new faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same rank.

B. Offers of Appointment

1. An offer of appointment can be made only with the approval of the President or his or her designee. Full-time appointments to the rank of Associate Professor or Professor require the written approval of the President.
2. All faculty appointments are made to a designated rank effective on a specific date. A standard letter of appointment shall be developed for each rank and tenure status and shall be approved by the Office of the Attorney General for form and legal sufficiency. The University shall publish in a designated section of the Faculty Handbook all duly approved System and University policies and procedures which set forth faculty rights and responsibilities. Subject to the provisions of paragraphs I.C.15 and I.C.17 of the System Policy on Appointment, Rank, and Tenure of Faculty and paragraph III.C of this document, the terms described in the letter of appointment, together with the policies reproduced in the designated portions of the Faculty Handbook, shall constitute a contractually binding agreement between the University and the appointee.

C. Provisions Related to Appointments, Promotion, and Tenure

The following provisions are adapted from the System Policy on Appointments, Rank, and Tenure to reflect the mission of the University of Maryland at College Park and are to be furnished to all new faculty at the time of initial appointment.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification.

2. Subject to any special conditions specified in the letter of appointment, full-time appointments to the rank of Assistant Professor shall be for an initial term of one to three years. The first year of the initial appointment shall be a probationary year, and the appointment may be terminated at the end of that fiscal year if the appointee is so notified by March 1. In the event that the initial appointment is for two years, the appointment may be terminated if the appointee is so notified by December 15 of the second year. After the second year of the initial appointment, the appointee shall be given one full year's notice if it is the intention of the University not to renew the appointment. If the appointee does not receive timely notification of nonrenewal, the initial appointment shall be extended for one additional year. An initial appointment may be renewed for an additional one, two, or three years. Except as set forth in paragraph III.C.3 below, an appointment to any term beyond the initial appointment shall terminate at the conclusion of that additional term unless the appointee is notified in writing that it is to be renewed for another term allowable under University System policies or the appointee is granted tenure. Such appointments may be terminated at any time in accordance with paragraphs III.C.5-11.
3. An Assistant Professor whose appointment is extended to a full six years shall receive a formal review for tenure in the sixth year. (An assistant professor may receive a formal review for tenure and be granted tenure earlier (cf. IV.A.4.)). The appointee shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision to grant or deny tenure. Notwithstanding anything in paragraph III.C.2 to the contrary, a full-time appointee who has completed six consecutive years of service at the University as an Assistant Professor, and who has been notified that tenure has been denied, shall be granted an additional and terminal one year appointment in that rank, but, barring exceptional circumstances, shall receive no further consideration for tenure. In the event that an Assistant Professor in his or her sixth year of service is not affirmatively awarded tenure by the President or otherwise notified of a tenure decision, then he or she shall be granted a one-year terminal appointment.
4. Full-time appointments or promotions to the rank of Associate Professor or Professor require the written approval of the President. Promotions to the rank of Associate Professor or Professor carry immediate tenure. New full-time appointments to the rank of Professor carry immediate tenure. New full-time appointments to the rank of Associate Professor may carry tenure. If immediate tenure is not offered, such appointments shall be for an initial period of up to four years and shall terminate at the end of that

period unless the appointee is notified in writing that he or she has been granted tenure. An Associate Professor who is appointed without tenure shall receive a formal review for tenure. No later than one year prior to the expiration of the appointment, the formal review must be completed, and written notice must be given that tenure has been granted or denied. Appointments carrying tenure may be terminated at any time as described under paragraphs III.C.5-11.

5. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual agreement between the appointee and the President or designee.
6. a. The President may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the President or a duly appointed faculty board of review. With the consent of the President, the appointee may elect a hearing by the President rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty (30) calendar days to request a hearing. The hearing shall be held no sooner than thirty (30) calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the President for action to be taken. The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the President prior to action on the recommendation. If the President does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the President elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.
- b. Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty

committee, the President may direct that the appointee be relieved of some or all of his or her University duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the President may act to suspend temporarily prior to consultation.)

- c. The appointee may elect to be represented by counsel of his or her choice throughout the termination proceedings.
7. If an appointment is terminated in the manner prescribed in paragraph III.C.6, the President may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the President or Board of Regents.
8. The University may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with written University policies. The President shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
9. Notwithstanding any provisions to the contrary, the appointment of any untenured faculty member, fifty percent or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is payable.
10. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the University shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
11. If, in the judgment of the appointee's department chair or supervisor, a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction

such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.

12. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs III.C.1-12 will be applied only to subsequent appointments.
13. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
14. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the University or the University System, including, but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation or discontinuation of programs; and criteria on teaching, scholarship, and service.

D. Provisions Relating to Formal Promotion and Tenure Reviews

1. Reviews for promotion and tenure shall be conducted according to the duly adopted written policies and procedures of the University. These procedures shall be published in the Faculty Handbook.
2. Faculty review committees are a part of the review process at each level.
3. Each review by a faculty committee and each review by the administrator of an academic unit (chair or dean) shall be focused on the evaluation of the candidate using the Criteria for Tenure and/or Promotion of that unit. Each review shall be based on materials that must include the candidate's *c.v.*, the candidate's Personal Statement, the Summary Statement of Professional Achievements, the Candidate's Response to the Summary Statement of Professional Achievements (if one is written), the letters from external evaluators, and the other prescribed elements in the University Appointment, Promotion and Tenure Procedures Manual. At the second and third levels of review, these promotion materials include the promotion committee reports and the letters from academic unit administrators.
4. A faculty member eligible to vote on the promotion recommendation on a candidate of an academic unit may not participate in a review of that candidate or vote on that candidate at a higher level of review. Because

they provide an independent evaluation, department chairs, academic deans, and the Provost are ineligible to vote at any level.

5. Candidates shall have the right to appeal negative promotion and tenure decisions on grounds specified in the policies and procedures of paragraph V.B.

#### IV. PROMOTION, TENURE, AND EMERITUS REVIEW

The Provost shall develop detailed written procedures, implementing the University and the System policies on appointment, promotion, and tenure. This set of procedures shall be known as the University's Implementation of the University Appointment, Promotion and Tenure Policy and these procedures shall govern the University's decision-making. The procedures developed shall be subject to review and approval by the University Senate. The Provost shall also develop useful guidelines, suggestions, and advice for candidates for tenure and/or promotion and for academic units responsible for carrying out reviews of candidates. Each year the Provost shall publish the University Appointment, Promotion and Tenure Procedures Manual. This manual shall contain the entire text of the University's Appointment, Promotion and Tenure Policy, the University's implementation of this policy, and the guidelines, suggestions, and advice for candidates and for academic units. The University's Implementation should contain the University's required procedures clearly identified as such. All guidelines, suggestions, and advice in the Manual must be so labeled and distinguished from the required procedures.

Each college, school, and department shall develop detailed written procedures implementing the University and System policies on appointment, promotion, and tenure and the University's implementation of the University's Policy. The procedures of each academic unit shall be subject to review and approval by the policy-setting faculty body of the college or school for an academic unit in a departmentalized college or school, as established in its plan of organization, by the dean, and by the University Senate.

The University's required procedures and the required procedures of each academic unit to which a candidate belongs shall apply to promotion and tenure decisions for all full-time faculty and for academic administrators who hold faculty rank, or who would hold faculty rank if appointed.

The Provost has the responsibility for systematically monitoring the fair and timely compliance of all academic units with the approved procedures of this Appointment, Tenure and Promotion Policy and for the prompt remedying of any failure to fulfill a Provision of this Policy that occurs prior to the institution of a formal tenure and/or promotion review. A violation of procedural due process during a formal review for tenure and/or promotion is subject to the provisions of Section V, The Appeals Process.

At the time of appointment, each new faculty member shall be provided by the chair or dean of the first-level unit with a copy of the University's Appointment, Promotion and Tenure Procedures Manual and the procedures for the lower-level academic units to which he or she belongs and the chair or dean shall discuss the procedures with the faculty member. Faculty members should stay up to date on these procedures and academic units should keep their faculty members informed of any changes.

Faculty review committees shall be an essential part of the review and recommendation process for all full-time faculty. Review committees and administrators at all levels shall impose the highest standards of quality, shall ensure that all candidates receive fair and impartial treatment, and shall be responsible for maintaining the integrity and the confidentiality of the review and recommendation process.

Candidates for tenure and/or promotion are responsible for providing their academic unit with an accurate *curriculum vitae* detailing their academic and professional achievements. Candidates holding faculty rank at the University shall also make a written Personal Statement advocating their case for tenure and/or promotion based on the facts in their *c.v.*, on the applicable Criteria for Tenure and/or Promotion, and on their perspective of those achievements in the context of their discipline. Both the *c.v.* and the Personal Statement shall be presented in the form required by the University Appointment, Promotion and Tenure Procedures Manual at the beginning of the academic year in which a formal review for tenure and/or promotion will occur. These two documents shall be included with each request for external evaluation and shall be included in the promotion dossier reviewed at each level within the University. Within the University review system, units and administrators may express their judgments on the contents and on the significance of elements in either of the candidate's documents. Units may only ask in neutral language for external evaluators to comment on elements of these documents as part of their review but not suggest conclusions.

The burden of evaluating the qualifications and suitability of the candidate for tenure and promotion is greatest at the first level of review. Great weight shall be given at the higher levels of review to the judgments and recommendations of lower-level review committees and to the principle of peer review.

The decision whether or not to award tenure or promotion shall be based primarily on the candidate's record of accomplishment in each of the three areas of teaching and advisement, research, and service, and the anticipated level of future achievements as indicated by accomplishments to date. Considerations relating to the present or future programmatic value of the candidate's particular field of expertise, or other larger institutional objectives, may legitimately be considered in the context of a tenure decision; but in no case shall the year of the tenure review be the first occasion on which these considerations are raised. The faculty and the unit chair or dean are responsible for advising untenured faculty on any and all programmatic considerations relative to the tenure decision, conveying such information to the candidate at the earliest opportunity

during annual assessments of progress towards tenure.

When the President has completed his or her review of the tenure or promotion case and informed the candidate of the decision, the list of members of the unit, college, and campus committees shall be made public.

A. First-level Review

1. Eligible Voters: At the first-level unit of review, the review committee shall consist of all members of the faculty of that unit who are eligible to vote. To be eligible to vote within the first-level unit, the faculty member must hold a tenured appointment in the university and must be at or above the rank to which the candidate seeks appointment or promotion. Tenured faculty voting on promotions cases at the first-level of review may only do so in a single academic department or non-departmentalized school, and may only vote in units in which they have a regular appointment and where this is permitted by the unit's plan of organization. In those cases where a faculty member has the opportunity to vote in more than one department or non-departmentalized school, the faculty member votes in that department/school in which the faculty member holds tenure.

In those cases where a faculty member has the opportunity to vote at more than one level of review, the faculty member votes at the first level of review at which the faculty member has the opportunity to vote. There are two exceptions: (a) chairs or deans are excluded from voting as faculty in their first level unit; (b) if there are fewer than three (3) eligible faculty members in the first-level unit, the dean at his/her discretion shall appoint one or more eligible faculty members from related units as voting members of the first-level review committee, to ensure that the review committee shall contain at least three (3) persons. Consequently, in promotion and tenure cases of faculty with joint appointments, faculty appointed by the dean to the first-level review committee of the primary unit, who are also members of a secondary unit providing input on a candidate, are permitted to vote on the candidate only in the primary unit where they have been appointed as member of the review committee by the Dean.

Although they do not have voting privileges, other faculty and the head of the first-level unit may be invited to participate in discussion about the candidate if the plan of organization and the bylaws of the unit permit.

Advisory Subcommittee: The first-level unit review committee may establish an advisory subcommittee to gather material and make recommendations, but the vote of the entire eligible faculty of the first-

level unit shall be considered the faculty recommendation of the first-level unit.

Conduct of the Review: The first-level review committee shall appoint an eligible member of the faculty from the first-level unit to serve as chair and spokesperson for the candidate's review committee. The chair of the review committee is responsible for writing the recommendation on the candidate and recording the transactions at the review meeting. Under no circumstances may the chair of the unit or dean serve as spokesperson for the first-level unit review committee or write its report.

As the first-level administrator, the chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all other relevant materials by any reviewing committee at a higher level. Requests for information from higher level review units shall be transmitted to both the chair of the first-level unit review committee and the first-level unit administrator.

Joint Appointments: Faculty members with joint appointments hold both a primary appointment (in their tenure home) and one or more secondary appointments (in the unit or units that are not their tenure home). When a joint appointment candidate is reviewed for appointment, promotion and/or tenure, the primary appointment unit is responsible for making the recommendation after first obtaining advisory input from the (one or more) secondary units, as appropriate. The advisory input from secondary unit(s) will be as follows:

- If the candidate holds a temporary appointment in the secondary unit, then the secondary unit's advice to the primary unit shall consist solely of a written recommendation by the chair or director of the secondary unit.
- If the candidate holds a permanent appointment in a secondary unit that is neither an academic department nor a non-departmentalized school, then the director's recommendation will be informed by advice from the faculty in the unit who are at or above the rank to which the candidate aspires. That advice shall be in a format consistent with the unit's plan of organization. If the plan of organization includes a vote, the vote may not include those eligible to vote elsewhere on the candidate.
- If the candidate holds a permanent appointment in a secondary unit that is either an academic department or a non-departmentalized school, then there shall be both a vote of the faculty in the unit who are at or above the rank to which the candidate aspires and a written recommendation by the head of that unit. The restriction

on multiple faculty votes continues to apply in this instance. The secondary unit's review of the candidate shall be provided to the first-level unit review committee and the first-level administrator. If the chair/director of the secondary unit is also a member of the candidate's primary unit, the chair/director may participate in the deliberations of the primary unit, but may not vote on the candidate's promotion in that unit.

2. The committee shall solicit letters of evaluation from six or more widely recognized authorities in the field, chosen from a list that shall include individuals nominated by the candidate. At least three letters and at most one-half of the requested letters shall be from persons nominated by the candidate.
3. Each first-level unit shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the chair or dean of the unit. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. Mentors also need to be frank and honest about the progress toward fulfilling the criteria for tenure and/or promotion. Following appropriate consultations with members of the unit's faculty, the chair or dean of the unit shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. Favorable informal assessments and positive comments by mentors are purely advisory to the faculty member and do not guarantee a favorable tenure and/or promotion decision.

The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for tenure and promotion in the third year of an assistant professor's appointment. The first-level academic unit shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor's appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and the first-level administrator of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured in a similar fashion to reviews for tenure and/or promotion according to the unit's plan of governance but normally will

not involve external evaluations of the faculty member. If it is deemed necessary to obtain informal external evaluations, the academic unit must adopt written procedures applying this requirement to all intermediate reviews and these procedures must be approved by the academic administrator (dean or provost) at the next level of review.

Any change in the nature of the institution's or the unit's programmatic needs which may have a bearing on the candidate's prospects for tenure should be brought to the attention of the candidate at the earliest possible time. In addition, first-level units shall make the best possible effort to advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. The advice and assessments provided to untenured candidates should avoid simplistic quantitative guidelines and should not suggest or imply that tenure decisions will be based on the quantity of effort or scholarly activity, independently of its intellectual quality.

4. A tenure-track or tenured faculty member may request a formal review for tenure or promotion.
5. The tenure or promotion case shall go forward to the next level of review if fifty percent of the faculty vote cast is favorable (or such higher percentage as may be established by procedures or guidelines of the first-level unit) or if the recommendation of the administrator of the first-level unit is favorable. If both faculty and unit administrator recommendations are negative, the case shall be reviewed at the next level only by the dean (or, in the case of a non-departmentalized school or college, the Provost). The dean (or Provost) shall review the case to ensure that the candidate has received procedural and substantive due process, as defined in Section V.B.1.b. If the dean (or Provost) believes that the candidate has not received due process, he or she shall direct the unit to reconsider. The candidate may withdraw from his or her review at any time prior to the President's decision.
6. The first-level review committee shall prepare a concise Summary Statement of Professional Achievements on each candidate for tenure and/or promotion. The Summary Statement shall place the professional achievements of the candidate in scholarship, research, artistic performance, and/or Extension in the context of the broader discipline. It shall place the candidate's professional achievements in teaching and in service in the context of the responsibilities of the unit, the college or school, the University, and the greater community. The Summary Statement shall be factual and objective, not evaluative. The Summary Statement shall be reviewed by the candidate at least two weeks before the

meeting at which the academic unit begins consideration of its recommendation on tenure and/or promotion. If the candidate and the committee cannot agree on the Summary Statement, the candidate has the right and the responsibility to submit a Response to the Summary Statement of Professional Achievements for the consideration of the voting members of the review committee and the academic unit must note the existence of the Response in the unit's Summary Statement. The purpose of the Summary Statement is to set the candidate's work in the context of the field for each level of review within the University and it is not to be sent to external evaluators or others outside the University.

7. The chair of the first-level review committee shall prepare a written report stating the committee's vote and recommendation on whether or not to grant tenure or promotion, and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the discussions taking place among the members of the committee. This letter will be provided to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberation who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.
8. The recommendation of the first-level administrator shall likewise be in writing. The administrator's recommendation shall be transmitted to the second-level review and shall be made available to all eligible members of the first-level faculty.
9. If a faculty member must be given a formal review for tenure in accordance with paragraph I.C.4 of the University of Maryland System Policy and paragraph III.C.3 of this policy, and the chair or dean of the first-level academic unit of which the appointee is a member fails to transmit, by the date specified in paragraph IV.F.2 of this policy, a tenure recommendation for the appointee, the Provost shall extend the deadline for the transmittal of such recommendations and instruct the first-level unit to forward recommendations and all supporting documents as expeditiously as possible.

B. Second-level Review

1. Second-level review of recommendations for promotion and tenure from departments shall be conducted within the appropriate college. The second-level review committees shall be established in conformity with the approved bylaws of the college. The dean may be a non-voting ex-officio member but not a voting member of the committee. Each second-

level committee shall elect its own chair and an alternate chair; the latter shall serve as chair when a candidate from the chair's own unit is under discussion. A committee member who is entitled to vote in a lower-level review of a candidate may be present for the discussion of that candidate but shall not participate in the discussion in any way and shall not vote on that candidate. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the second-level review committee shall not discuss specific cases with anyone who is not a member of the second-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.

2. Review of recommendations for promotion and tenure from non-departmentalized schools and colleges shall be conducted by the third-level review (see Section IV.C.1) committee.
3. Both the recommendation of the second-level committee and the recommendation of the second-level administrator shall go forward to be considered, together with all other relevant materials, at higher levels of review.
4. When significant questions arise regarding the recommendations from the first-level review or the contents of the dossier, the second-level review committee shall provide an opportunity for the chair of the first-level academic unit and the designated spokesperson of the first-level unit review committee to meet with the second-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The second-level review committee may also request additional information from the first level of review by following the procedures described in Section F1 below.
5. Whether its recommendation is favorable or unfavorable, the committee shall, as soon as possible and no later than thirty (30) days after the decision, transmit through the dean its decision, its vote, and a written justification to the Provost. The dean of the college shall also promptly transmit his or her recommendation with a written justification to the Provost.

C. Third-level Review

1. A third- or campus-level review committee shall be established in the following manner: The Provost shall appoint nine faculty members holding the rank of Professor, one from each of the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; ~~Computer, Mathematical, and Natural Sciences; Computer, Mathematical, and Physical Sciences;~~ Education; Engineering; ~~School of Public Health Chemical and Life Sciences~~) and one from among the ~~five~~ four small colleges (Architecture, Planning, and Preservation; ~~Health and Human Performance;~~ Information Studies; Journalism; Public Policy). Since this committee shall make its recommendations on the basis of whether or not the University's high standards for tenure and/or promotion have been met, members of this committee shall have a track record of outstanding academic judgment along with sufficient intellectual breadth and depth to be capable of comparing and judging candidates from varied disciplinary, cross-disciplinary, and professional backgrounds. No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position may serve as a voting member of the committee. The Provost shall be a non-voting ex-officio member. A committee member who is entitled to vote in a lower-level review of a candidate shall not be present for the discussion of that candidate and shall not vote on that candidate. Appointments to the third-level review committee from the eight large colleges shall be for three years while the appointment from one of the five small colleges shall be for two years, with the terms staggered so that approximately one-third of the committee is replaced each year. No one may serve two consecutive terms. The third-level review committee shall elect its own chair and alternate chair. The committee members must maintain absolute confidentiality in their consideration of cases. Outside of the committee meetings, members of the third-level review committee shall not discuss specific cases with anyone who is not a member of the third-level review committee. The membership of the committee shall be made public at the time of the committee's appointment. Every member of the campus community must respect the integrity of the appointment, tenure and promotion process and must refrain from attempting to discuss cases with committee members or to lobby them in any way.
  
2. When questions arise regarding the recommendations from either the first- or second-level reviews or the contents of the dossier, the third-level committee shall provide the opportunity for the first-level unit administrator, the spokesperson for the first-level faculty review committee, the dean of the college, and the chair of the second-level

review committee to meet with the third-level committee to discuss their recommendations; the committee shall provide them with a written list of the committee's general concerns about the candidate's case prior to the meeting. The third-level review committee may also request additional information from the first and second levels of review by following the procedures prescribed in Section F1 below.

3. The committee shall promptly transmit its recommendation and a written justification through the Provost to the President, along with all materials provided from the lower levels of review. The Provost and the President shall confer about the case, and the Provost shall transmit his or her recommendation and a written justification to the President. If the Provost's recommendation differs from that of the third-level committee or from that of the Dean, the Provost will meet with the committee and/or the dean to discuss the review. After the President has made a decision, a report on the decisions reached at the third level of review shall be provided to the second-level administrator and faculty committee chair, the first-level administrator and faculty chair, and to the candidate.
4. The Third-level Review Committee and the Provost shall conduct an end-of-the-year review of appointment, promotion, and tenure. The Committee shall write a public Annual report, the purpose of which includes improving the understanding of faculty members and of academic units about appointments, promotion, and tenure. The report should include any recommendations for improvements in policy, procedures, or the carrying out of reviews of candidates. The Provost shall write a public report annually giving statistical information on the appointment, promotion, and tenure cases considered during the academic year.

D. Notification to Candidates for Tenure and/or Promotion

Upon completion of the first-level review, the unit administrator at the first level shall within two weeks of the date of the decision: (1) inform the candidate whether the recommendations made by the faculty committee and the unit administrator were positive or negative (including specific information on the number of faculty who voted for tenure and/or promotion, the number who voted against, and the number of abstentions), and (2) prepare for the candidate a letter summarizing in general terms the nature of the considerations on which those decisions were based. At higher levels of review, summaries shall be provided to the candidate whenever either or both faculty and administrator recommendations are negative. The chair of the faculty committee shall review the summary letter prepared by the unit administrator in order to ensure that it accurately summarizes the considerations regarded as relevant by the faculty committee at that level. The chair of the faculty committee at each level shall be

provided access to the unit administrator's letters to the candidate and to the next level of review in order to ensure that the summary accurately reflects the recommendation and rationale provided to higher levels of review. In addition, both letters shall be made available for review in the office of the chair (dean or Provost) by any member of the faculty committee at that level. In the event that the chair of the faculty committee and the unit administrator are unable to agree on the appropriate language and contents of the summary letter, each shall write a summary letter to the candidate. A copy of all materials provided to the candidate shall be added to the tenure or promotion file as the case proceeds through higher levels of review.

E. Presidential Review

Full-time appointments or promotions to the ranks of Associate Professor or Professor require the written approval of the President, in whom resides final authority for promotion and granting of tenure to faculty. Final authority for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.

F. General Procedures Governing Promotion and Tenure

1. With the exception of the third-level review committee, in their reviews of tenure and promotion recommendations from lower levels, upper-level administrators or review committees may not seek or use additional information from outside sources concerning a candidate's merits unless: (1) the materials forwarded from lower levels indicate the presence of a significant dissenting vote or divided recommendations from a lower level; (2) representatives from the first-level unit participate in the selection of additional persons to be consulted; and (3) the assessments received from these external sources are shared with and considered by the first-level review committee and by the unit's chair or dean; and (4) the review committee and the unit's academic administrator have the opportunity to reconsider their recommendations in the light of the augmented promotion dossier. The third-level review committee may seek additional information on any candidate as it chooses, although it must follow (2), (3) and (4) as described above. In doing so, the committee should ask the Provost to obtain the additional information from the Dean, who would then consult with the Department Chair to obtain faculty input. The evidential basis for upper-level committees and administrators should be restricted to the materials as assembled and evaluated by the first-level unit, with the exception of information obtained in compliance with the procedures just described. Candidates for tenure or promotion, however, are permitted to bring to the attention of the university administration any changes in their circumstances which might

have a significant bearing on the tenure or promotion question. In the event that candidates for tenure or promotion bring information of this sort to the attention of upper-level committees or administrators after the first-level review has been concluded, these committees or administrators may take these changes into account in reaching their decisions and may elect to send the case back to the first-level for reconsideration.

2. The candidate's application and supporting materials, and the reports and recommendations of the first-level committee and administrator, shall be transmitted to the appropriate levels of secondary review no later than a date set annually by the Provost.
3. If an untenured faculty member requests leave without pay for a year or more, the dean of the college in which the faculty member will be considered for tenure shall recommend whether or not the faculty member's mandatory tenure review will be delayed. A positive recommendation from the dean to stop the tenure clock shall require evidence: (1) that the leave of absence will be in the interest of the University, and (2) that the faculty member's capacity to engage in continued professional activity will be significantly impaired during the period of the leave. The dean's recommendation shall be included in the proposal for leave submitted to the Provost. Delay of the mandatory tenure review requires the written approval of the Provost.
4. A faculty member who would otherwise receive a formal review for tenure may waive the review by requesting in writing that he or she not be considered for tenure. A faculty member who has waived a tenure review shall receive whatever terminal appointments he or she would have received if tenure had been denied. A faculty member at any rank who has been denied tenure and who is ineligible for further consideration shall receive an additional and terminal one-year appointment in that rank.
5. All recommendations for the appointment of faculty below the rank of Associate Professor shall be transmitted for approval through the various levels of review to the President or designee. Final authority for any appointment that confers tenure or for any appointment or promotion to the rank of Associate Professor or Professor cannot be delegated by the President.
6. After a negative decision by the President, candidates for promotion or tenure shall be notified by certified mail. Determination of the time limits for the period during which an appeal may be made shall be based on the date of the candidate's receipt of the President's letter.

G. Procedures Governing the Granting of Emerita/Emeritus Status

1. Associate Professors, Professors, Distinguished University Professors, Research Associate Professors, Research Professors, Senior Agents, Principal Agents, Librarians III, and Librarians IV who have been members of the faculty of the University of Maryland at College Park for ten or more years, and who give to their chair or dean proper written notice of their intention to retire, are eligible for nomination to emerita/emeritus status (see I.E.7 Emerita, Emeritus). Only in exceptional circumstances may Professors with fewer than ten years of service to the institution be recommended for emerita/emeritus status..
2. The decision whether or not to award emeritus standing shall be based primarily on the candidate's record of significant accomplishment in any of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, and (3) service.
3. If a faculty member gives notice of intention to retire before March 15, the first-level tenured faculty shall vote on emeritus standing within 45 days of the notice. If notice is given after March 15, the vote shall be taken no later than the 45th day of the following semester. The result of the vote shall be transmitted in writing to the candidate and to the administrator of the unit no later than ten days after the vote is taken. A faculty member who has not been informed of the decision concerning his or her emeritus standing within the time limits specified, shall be entitled to appeal the action as a negative decision in accordance with V.B.2.
4. The review committee of the first-level unit shall consist of all eligible members of the faculty. Eligible members of the faculty are all full-time tenured associate and full professors, as appropriate, excluding the chair or dean. The vote of the entire eligible faculty shall be considered the recommendation of the faculty. The chair or dean shall submit a recommendation separately; the recommendation of the chair or dean shall be considered together with all relevant materials by administrators at higher levels.
5. An emeritus case shall go forward to the next level of review if the department chair's recommendation is positive or the faculty vote is at least fifty percent favorable.
6. The chair of the first-level committee shall prepare a written report, stating the committee's vote and recommendation on whether or not to award emeritus standing and explaining the basis for the faculty's recommendation insofar as that basis has been made known in the

discussions taken place among the members of the committee. This letter will be forwarded to the chair or dean for his or her information and for forwarding to higher levels of review. Faculty participating in the unit's deliberations who wish to express a dissenting view are free to do so, and any such written statement shall be included in the materials sent forward to the next level of review.

7. The recommendation of the first-level administrator shall also be in writing. The administrator's recommendation shall be transmitted to the second-level of review and a copy shall be made available for review by any member of the faculty participating in the unit's review deliberations.
8. Second-level review of recommendations of emeritus standing shall be conducted by the appropriate dean. Second-level reviews of recommendations from non-departmentalized schools and colleges shall be conducted by the Provost. The second-level recommendation of the dean or the Provost, together with all other relevant materials, shall be transmitted to the President.
9. The President shall make the final decision on the award of emeritus standing.
10. Faculty members with ten or more years of service to the University who retired prior to the effective date of this policy and who have not been granted emeritus standing may apply to their departments for consideration as in Section IV.G.1.

#### H. Termination of Faculty Appointments for Cause

If a tenured or tenure-track faculty member whose appointment the campus administration seeks to terminate for cause requests a hearing by a hearing officer, the hearing officer shall be appointed by the President from a college or school other than that of the appointee, with the advice and consent of the faculty members of the Executive Committee of the Campus Senate. If the appointee requests a hearing by a faculty board of review, members of the board of review shall be appointed by the faculty members of the Executive Committee of the Campus Senate from among tenured Professors not involved in administrative duties.

### V. THE APPEALS PROCESS

#### A. Appeals Committees

1. The President shall appoint an appeals committee. This committee shall

consist of nine faculty members holding the rank of Professor, one from each from the eight large colleges (Agriculture and Natural Resources; Arts and Humanities; Behavioral and Social Sciences; Business; Computer, Mathematical and Physical Sciences; Education; Engineering; Chemical and Life Sciences) and one from among the five small colleges (Architecture, Planning, and Preservation; Health and Human Performance; Information Studies; Journalism; Public Policy). No small college shall be represented on the committee more frequently than once in every three terms. Candidates for the committee shall be solicited from the Deans of the Colleges and Schools, from the Senate Executive Committee, and from the faculty at large. No one serving in a full-time administrative position and no one who has participated in the promotion and tenure review process of the appellant shall serve on the campus appeals committee. Appointment to the campus appeals committee shall be for one year, and no one may serve two consecutive terms. Appeals committees shall elect their own chairs. The committee members must maintain absolute confidentiality in their consideration of cases.

2. Special appeals committees at the college, school or campus level shall be appointed by the dean, Provost or President in a manner consistent with the policies, bylaws, or practice of the respective unit.

B. Guidelines and Procedures for Appeals

1. Negative Promotion and/or Tenure Decisions

a. Mandatory and Non-Mandatory Reviews

When a candidate for promotion and/or tenure receives notification from the President, dean or chair that promotion or tenure was not awarded, the candidate may appeal the decision by requesting that the President submit the matter to the Campus Appeals Committee for consideration. The request shall be in writing and be made within sixty (60) days of notification of the negative decision. If the request is granted, all papers to be filed in support of the appeal must be submitted to the Appeals Committee not later than one hundred and twenty (120) days after notification unless otherwise extended by the President because of circumstances reasonably beyond control of the candidate. In writing these appeals letters, the appellant should be aware that these letters serve as the evidentiary basis for investigations of the validity of the appeal and that, should the President accept the request and refer the appeal to the Campus Appeals Committee, these letters shall be shared by the Campus Appeals Committee

with the parties against whom allegations are made and any other persons deemed necessary by the Committee for a determination of the issues.

b. Grounds for Appeal

The grounds for appeal of a negative promotion and tenure decision shall be limited to (1) violation of procedural due process, and/or (2) violation of substantive due process.

A decision may not be appealed on the ground that a different review committee, department chair, dean or Provost exercising sound academic judgment might, or would, have come to a different conclusion. An appeals committee will not substitute its academic judgment for the judgment of those in the review process.

Violation of procedural due process means that the decision was negatively influenced by a failure during the formal review for tenure and/or promotion by those in the review process to take a procedural step or to fulfill a procedural requirement established in relevant promotion and tenure review procedures of a department, school, college, campus or system. Procedural violations occurring prior to the review process are not a basis for an appeal and are dealt with under the provisions of paragraph 4 of the introduction to Section IV, Promotion, Tenure, and Emeritus Review.

Violation of substantive due process means that: (1) the decision was based upon an illegal or constitutionally impermissible consideration; e.g. upon the candidate's gender, race, age, nationality, handicap, sexual orientation, or on the candidate's exercise of protected first amendment freedoms (e.g., freedom of speech); or (2) the decision was arbitrary or capricious, i.e., it was based on erroneous information or misinterpretation of information, or the decision was clearly inconsistent with the supporting materials.

c. Standard of Proof

An appeal shall not be granted unless the alleged grounds for appeal are demonstrated by a preponderance of the evidence.

d. Responsibilities and Powers of the Appeals Committee

1. The appeals committee shall notify the relevant administrators and APT chairs in writing of the grounds for the appeal and meet with them to discuss the issues.
2. The appeals committee shall meet with the appellant to discuss and clarify the issues raised in the appeal.
3. The appeals committee has investigative powers. The appeals committee may interview persons in the review process whom it believes to have information relevant to the appeal. Additionally, the Appeals Committee shall examine all documents related to the appellant's promotion or tenure review and may have access to such other departmental and college materials as it deems relevant to the case. Whenever the committee believes that a meeting could lead to a better understanding of the issues in the appeal, it shall meet with the appropriate party (with the appellant or with the relevant academic administrator and APT chair).
4. The Appeals Committee shall prepare a written report for the President. The report shall be based upon the weight of evidence before it. It shall include findings with respect to the grounds alleged on appeal, and, where appropriate, recommendations for corrective action. Such remedy may include the return of the matter back to the stage of the review process at which the error was made and action to eliminate any harmful effects it may have had on the full and fair consideration of the case. No recommended remedy, however, may abrogate the principle of peer review.
5. The President shall attach great weight to the findings and recommendations of the committee. The decision of the President shall be final. The decision and the rationale shall be transmitted to the appellant, the department chair, dean, chair(s) of the relevant APT committee(s) and Provost in writing.

e. Implementation of the President's Decision

1. When the President supports the grounds for an appeal, the Provost has the responsibility for oversight of the

implementation of the corrective actions the President requires to be taken. Within 30 days of receipt of the President's letter, the Provost shall request the administrator involved to formulate a plan and a timeline for implementing and monitoring the corrective actions. Within 30 days after receipt of this letter, the administrator must supply a written reply. The Provost may require modification of the plan before approving it.

2. The Provost shall appoint a Provost's Representative to participate in all stages of the implementation of the corrective actions specified in the approved plan for the re-review, including participation in the meeting or meetings at which the academic unit discusses, reviews, or votes on its recommendation for tenure and/or promotion for the appellant. The Provost's Representative shall participate in these activities but does not have a vote. After the academic unit completes its review, the Provost's Representative shall prepare a report on all of the elements of corrective action specified in the approved plan and this report will be included with the complete dossier to be reviewed at higher levels within the University. The Provost's Representative shall be a senior member of the faculty with no previous or potential involvement at any level of review or appeal pertaining to the consideration of the appellant for tenure and/or promotion except for the participation as Provost's Representative as defined in this paragraph.
3. The Provost's request and the administrator's approved plan of implementation must be included in the dossier from the inception of the review. Re-reviews begin at the level of review at which the violation(s) of due process occurred and evaluate the person's record at the time the initial review occurred unless otherwise specified by the President. The administrator at the level at which the errors occurred, in addition to evaluating the candidate for promotion, must certify that each of the corrective actions has been taken and describe how the actions have been implemented. Re-reviews must proceed through all levels of evaluation including Presidential review. The Provost's review of the dossier will include an evaluation of compliance with the requirements imposed in the President's decision to grant the appeal. If the Provost

discovers a serious failure by the unit to comply with the corrective actions required, the Provost shall formulate and implement a new plan for corrective action with respect to the appellant. In addition, the Provost shall inform (in writing) the administrator of the unit where the failure arose and the Provost shall take appropriate disciplinary action.

f. Extension of Contract

In the event that the appellant's contract of employment will have terminated before reconsideration can be completed, the appellant may request the President to extend the contract for one additional year beyond the date of its normal termination, with the understanding that the extension does not in itself produce a claim to tenure through length of service.

2. Decision Not to Review

If a faculty member requests his or her first level academic unit to undertake a review for his or her promotion or early recommendation for tenure, and the academic unit decides not to undertake the review or fails to transmit a recommendation by the date announced for transmittals, as specified in IV.F.2, above, the faculty member may appeal to the dean (if in a department) or to the Provost (if in a non-departmentalized school or college) requesting the formation of a special appeals committee to consider the matter. The request shall be made in writing. It shall be made promptly, and in no case later than thirty (30) days following written notification of the decision of the first-level academic unit.

If the dean or Provost determines not to form a special appeals committee, the faculty member may appeal to the Provost (if the decision was the dean's) or to the President (if the decision was the Provost's) requesting formation of the special appeals committee. Request shall be made in writing. It shall be made promptly, and in no case no later than thirty (30) days following written notification of the decision of the dean or Provost.

The grounds for appeal and the burden of proof shall, in all instances, be the same as set forth in V.B.1.b and c, above. A committee shall not substitute its academic judgment for that of the first-level unit. The responsibility of a special appeals committee shall be to prepare findings and recommendations. The committee may, for example, recommend that the dean or Provost extend the deadline for transmitting a recommendation and instruct the first-level unit to forward supporting documents as

expeditiously as possible. A decision by a dean or the Provost, upon receiving the findings and recommendations of a special appeals committee, shall be final. A decision by the President shall be final.

3. Decision Not to Renew

When, prior to the mandatory promotion and tenure decision, an untenured tenure-track faculty member receives notification that his or her appointment will not be renewed by the first-level unit, he or she may appeal the decision in the manner described in V.B.1.a above.

4. Emeritus Standing

An unsuccessful candidate for emeritus standing may appeal the decision in the manner described in V.B.1. above.



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	10-11-16
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Amendment to the Membership of the Research Council to Include a Representative of the President
<b>Presenter:</b>	Marc Pound, Chair of ERG Committee
<b>Date of SEC Review:</b>	October 27, 2010
<b>Date of Senate Review:</b>	November 11, 2010
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	The University of Maryland has quickly become one of the premier research institutions in the nation. Since advancing research is one of the primary goals of the University, it is important that the President of the University stay abreast of matters related to our research enterprise.
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	Adding a non-voting ex-officio representative of the President will help to strengthen the lines of communication between the Research Council and the President.
<b>Committee Work:</b>	The ERG Committee met on October 6, 2010 and approved the proposal to add a non-voting Ex-Officio representative from the President's office to the membership of the Research Council.
<b>Alternatives:</b>	The Senate could reject the amendment and the membership of the Research Council would remain as it is.
<b>Risks:</b>	If the Senate does not approve the amendment, there is a possibility of lack of communication between the President and the University's research enterprise.
<b>Financial Implications:</b>	There are no financial implications.
<b>Further Approvals Required:</b> <i>(*Important for PCC Items)</i>	Presidential Approval

**Senate Elections, Representation, and Governance (ERG) Committee  
Report on the Amendment to the Membership of the Research Council to Include  
a Representative of the President  
October 2010**

The Senate Executive Committee (SEC) charged the ERG Committee on September 27, 2010 with a proposal to amend the membership of the Research Council. The amendment would add a non-voting Ex-Officio representative of the President to the membership of the council.

The ERG Committee met on October 6, 2010 and discussed the proposal. The University continues to grow as a leader among research institutions in the nation, and this growth is one of the University's primary goals. As such, it is important that the President of the University stay informed on matters relating to the University's research endeavors. This amendment would strengthen the communication lines between the Research Council and the President, and allow for continued advancement of the research enterprise within the University. It should also be noted that several other senior administrators already have representation on this council. For these reasons, the ERG Committee voted to approve the proposed amendment.

The ERG committee recommends that the following changes be made to the membership of the Research Council on page 20 section 8 of the Senate Bylaws (changes are highlighted in blue):

**8.2 University Research Council:**

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

8.2.b Membership: The University Research Council shall consist of thirteen (13) appointed members and **ten (10)** ex officio members. The appointed members shall be the Chair and eight (8) other faculty members; one (1) staff member; and three (3) students, including at least one (1) graduate and one (1) undergraduate student. The

**ten (10)** ex officio members shall be **a representative of the President (non-voting)**, a representative of the Senior Vice President for Academic Affairs and Provost (non-voting), a representative of the Vice President for Research, a representative of the Dean of the Graduate School, a representative of the Dean of Undergraduate Studies, the Director of the Office of Research Administration and Advancement, and the Chairs of four (4) subcommittees of the University Research Council as follows: Research Development and Infrastructure Enhancement Subcommittee (RDIES); Research Advancement and Administration Subcommittee (TAAS); Intellectual Property and Economic Development Subcommittee (IPEDES); and Awards and Publicity Subcommittee (APS). The Chair shall be a tenured faculty member.

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



## University Senate CHARGE

<b>Date:</b>	September 27, 2010
<b>To:</b>	Marc Pound Chair, Elections, Representation & Governance (ERG) Committee
<b>From:</b>	Linda Mabbs Chair, University Senate 
<b>Subject:</b>	Amendment to the Membership of the Research Council to Include a Representative of the President
<b>Senate Document #:</b>	10-11-16
<b>Deadline:</b>	October 15, 2010

The Senate Executive Committee (SEC) requests that the Elections, Representation & Governance (ERG) Committee review the attached proposed amendment to the membership of the Research Council to include a representative of the President.

The University of Maryland has quickly become one of the premier research institutions in the nation. Since advancing research is one of the primary goals of the University, it is important that the President of the University stay abreast of matters related to our research enterprise. Adding a non-voting ex-officio representative of the President will help to strengthen these lines of communication.

Because the Research Council has already begun its work for the academic year, we ask that you submit your report and recommendations to the Senate Office no later than October 15, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Amendment to the Membership of the Research Council to Include a Representative of the President

### 8.2 University Research Council:

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