BOARD OF REGENTS
Salisbury University
Guerrieri Academic Commons – Assembly Hall
September 19, 2025

AGENDA FOR PUBLIC SESSION **8:30 A.M.**

Call to Order — Chair Gooden

Recognition of BOR Staff Awards 2024-2025

Exempt Categories:

1. Exceptional Contribution: Dr. Anisha Campbell, University of Maryland, College Park
2. Outstanding Service to Students: Laura Schraven, University of Maryland, Baltimore County
3. Extraordinary Public Service: Carla Hopkins, Bowie State University
4. Effectiveness and Efficiency: Mary Beth Nibley, University of Maryland, Baltimore
5. Diversity, Equity, Inclusion, and Belonging: Lauren Meredith, Towson University

Non-exempt Categories:

1. Excellence in Performance: Andrew Rosenblum, Towson University
2. Making a Difference to the Campus: Conrad Wilson, University of Maryland, College Park
3. Acting as a Role Model: Michelle Lambert, Salisbury University
4. Excellence as a Team Player: Aricelda Munoz, University of Maryland, College Park
5. Diversity, Equity, Inclusion, and Belonging: Natasha Sweitzer, Towson University

PUBLIC COMMENT

Welcome from Salisbury University — President Lepre

Educational Forum: Title IX Update and Introduction to Title VI — Janet Judge, Partner, Education & Sports Law Group LLC

Chancellor's Report — Chancellor Perman

1. Report of Councils
   a. Council of University System Faculty — Dr. King-White
   b. Council of University System Staff — Mr. Prouty
   c. Council of University System Presidents — President Breaux
   d. University System of Maryland Student Council — Mr. Vasquez-Reyes
2. Consent Agenda — Chair Gooden

a. Committee of the Whole
    i. Approval of meeting minutes from June 13, 2025, Public and Closed Sessions (action)
    ii. Approval of meeting minutes from Special Board Meetings on July 17, 2025, and August 19, 2025, Public and Closed Sessions (action)

b. Committee on Advancement
    i. Approval of Minutes from September 3, 2025 Special Naming Request meeting (action)

c. Committee on Audit
    i. Approval of Meeting Minutes from June 5, 2025 (action)
    ii. Recommended Modification of USM IT Security Standards (action)

d. Committee on Education Policy & Student Life
    i. Approval of Meeting Minutes from September 4, 2025 Public Session (action)
    ii. Program Proposals (action)
        1. University of Maryland, Baltimore County: M.A. in Applied Behavior Analysis
        2. University of Maryland, Baltimore County: M.S. in Applied Data Science
        3. Towson University: Proposal for a College of Graduate Studies
    iii. EPSLS Overview: Annual EPSLS Bylaws and Charge Review (action)
    iv. Update on Digital Accessibility (information)
    v. Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025 (information)
    vi. Tentative Annual Agenda and Work Plan, 2025-2026 (information)

e. Committee on Finance
    i. Approval of Meeting Minutes from September 3, 2025 (action)
    ii. Review of the Finance Committee Charge, Role, and Responsibilities (action)
    iii. Bowie State University: Refurbish Tubman Hall (action)
    iv. University of Maryland Global Campus: Approval for Guild Revenue Generating Contract (action)

f. Committee on Governance & Compensation
    i. Review of Committee Charge (action)

g. Committee on Research & Economic Development
    i. Approval of Meeting Minutes from May 6, 2025 (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee of the Whole
    i. University of Maryland Center for Environmental Science: Voluntary Separation Incentive Program (action) — Regent Fish
    ii. University of Maryland, College Park: IBBR Building – Create Center for Biomeasurement & Biomanufacturing Innovation (action) — Regent Fish
    iii. Update on Civic Education Data Strategy Workgroup (information) — Chair Gooden

5. Reconvene to Closed Session (action) — Chair Gooden

Council of University System Staff

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

Coppin State University
2500 W. North Ave
Baltimore, MD 21216

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

University of Maryland, Baltimore
220 N Arch St
Baltimore, MD 21201

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science
P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park
7950 Baltimore Ave
College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

University of Maryland Global Campus
1616 McCormick Drive
Largo, MD 20774

University System of Maryland Office
3300 Metzerott Rd
Adelphi, MD 20783

June 27, 2025

Dear USM Regents-

On behalf of the Council of University System Staff, I am pleased to submit the final nominees for the 2024-2025 USM Board of Regents Staff Awards.

Exempt Categories

Exceptional Contribution: Dr. Anisha Campbell
University of Maryland, College Park
Outstanding Service to Students: Laura Schraven
University of Maryland, Baltimore County
Extraordinary Public Service: Carla Hopkins
Bowie State University
Effectiveness and Efficiency: Mary Beth Nibley
University of Maryland, Baltimore
Diversity, Equity, Inclusion, and Belonging: Lauren Meredith
Towson University

Non-exempt Categories

Excellence in Performance: Andrew Rosenblum
Towson University
Making a Difference to the Campus: Conrad Wilson
University of Maryland, College Park
Acting as a Role Model: Michelle Lambert
Salisbury University
Excellence as a Team Player: Aricelda Munoz
University of Maryland, College Park
Diversity, Equity, Inclusion, and Belonging: Natasha Sweitzer
Towson University

Supporting information for each recommendation can be found below.

Respectfully submitted,

Kalia R. Patricio, Ph.D.
Chair – Council of University System Staff

Exceptional Contribution
Dr. Anisha Campbell, University of Maryland, College Park
Associate Director, Terrapin Teachers
11 years of service to the institution - 11 years in current position

As Associate Director of Terrapin Teachers, Dr. Anisha Campbell has spent the last decade developing the next generation of STEM teachers for our state. Terrapin Teachers began in 2014 as a collaboration between the UMCP College of Computer, Mathematical, and Natural Sciences and the College of Education to find and prepare K-12 STEM teachers in areas of shortage. In her position, Dr. Campbell has taken the lead on fostering relationships between school districts, departments and colleges to ensure the program is successful. She hires tutors, ensures students know about scholarships and financial aid, and has even spearheaded the use of radio ads and community college partnerships to reach historically underrepresented students.

Dr. Campbell has led several innovative initiatives that elevate the program's visibility, status, and success. She has leveraged relationships across and beyond campus to secure major grants, facilitated two innovative positions, and helped develop a new program to support new teachers. In addition to this, Dr. Campbell's impact during her tenure can be found in her successfully recruiting more than 1,200 students to take an introductory teaching course, and graduating more than 100 certified secondary STEM teachers.

President Pines States: "Higher education must be devoted to serving the state through fostering the next generation of teachers that can continue our advancement of new knowledge. Because of her success in building and supporting such a critical program, I enthusiastically endorse Anisha Campbell's nomination for this award."

Outstanding Service to Students
Laura Schraven, University of Maryland, Baltimore County
Director of Student Affairs, Communications & Marketing
25 years of service to the institution - 3 years in current position

As Director of Student Affairs, Communications and Marketing, Laura Schraven approaches her role with a mission to foster a deeply involved and engaged student body. Through her exceptional leadership and innovative ideas, she has more than achieved her vision. Her initiatives make a powerful difference to elevate how the university promotes events and campus life. Students working with her enter a rich, close-knit community where they are encouraged to develop their artistic potential, hone professional skills in a safe working environment, and engage with a thriving network of students and alumni.

The most powerful way Laura has transformed student life is through her creation and ongoing leadership of Commonvision, the UMBC student design and print center. Laura created Commonvision with a mission centered on three objectives: to elevate the vibrancy of campus life with professional-quality digital and print materials; to provide an applied learning experience where students could gain real-world experience within the supportive framework of a campus environment; and to support and communicate the resources available through student affairs, showcasing the breadth of connection opportunities, from mental health services to social connection. Laura started Commonvision with only the assistance of a single part-time student worker, and she has built what it is today – a robust center with 20-25 undergraduate students on staff, multiple graduate student workers, and four full-time staff.

Laura's genuine care for students and respect for their perspectives shines throughout other aspects of her work as well. In her role on the Student Affairs Leadership Team, Laura recognized a need for Student Affairs to take a more proactive approach in information-sharing. Reaching students with critical support for mental health and community building required "having conversations divisionally, not individually, and adopting shared language," Laura explains. She sought to standardize language to make it clear to all students how to access key

resources, which has contributed significantly to the leadership team's ability to connect effectively with students.

President Ashby says: "Laura consistently inspires students to pursue their artistic development and build meaningful teams with peers and mentors. The power of Laura's impact on students extends beyond their graduation from UMBC, and beyond the students she serves."

Extraordinary Public Service
Carla Hopkins, Bowie State University
Director, Alumni Engagement and Stewardship
6 years of service to the institution - 6 years in current position

Guided by a deep sense of purpose, Carla Hopkins maintains a commitment to community service. Her record of educational board service has been uninterrupted for 25 years. During her six-year tenure at Bowie State University, Carla's workplace initiatives and community involvement often overlap, creating ripples of positive change for this univei-sity and beyond.

Ms. Hopkins serves on numerous boards across the Washington, DC and Baltimore metropolitan areas. However, she has been most impactful on BSU as a Baltimore City College (BCC)Alumni Board member and as the Chair of the Baltimore Leadership School for Young Women (BLSYW) Board of Directors. In this role, Ms. Hopkins collaborated with BSU's admissions team to facilitate the university becoming a more viable option for BLSYW and BCC students, ensuring the university's presence at these two prestigious Baltimore high schools. She also assisted and hosted Baltimore City College and BLSYW students on BSU's campus. As a result, over twenty-five students have applied, attended, and/ or graduated from Bowie State University to date.

As a known and respected colleague among her University System of Maryland analogues, Ms. Hopkins is also a high performer at her place of work, recognized for her enthusiasm, collaboration, and to advance the alumni relations profession. On the campus of Bowie State, Ms. Hopkins embodies the spirit of collaboration and mentorship for fellow employees and students alike.

President Breaux says: "Ms. Henry Hopkins is an invaluable asset to the campus of Bowie State University. Her commitment and dedication to our faculty, staff, students and alumni continue to make a huge impact at our institution."

Effectiveness and Efficiency
Mary Beth Nibley, University of Maryland, Baltimore
Director, Development Research and Prospect Management
28 years of service to the institution - 18 years in current position

As an encouraging and responsive leader, aware of lingering pandemic-related issues for her staff, Mary Beth Nibley developed a flexible and accommodating work environment for her staff that has had positive fiscal impact. With a supportive, hybrid approach to work, her staff performed extremely well and saw a 70% increase in productivity compared to pre-pandemic, non-hybrid times. For example, her staff were able to research and update donor and potential constituent addresses, an important and underappreciated aspect of philanthropic operations, saving resources and preventing the outsourcing of services. This change alone annually saves UMB $5,000-$10,000, not to mention the possible increase in philanthropic outcomes. Beyond the clear financial savings, Mary Beth's leadership has supported employee retention during a time of rapid resignation. Mary Beth's innovative approach to the hybrid model has improved the team's productivity and set a standard for excellence within the institution. Her strategic thinking and commitment to a positive work culture has impacted UMB for the better, giving her staff opportunities to adapt and thrive during challenging times and increasing their commitment to the work and each other.

President Jarrell says: “[Mary Beth’s] contributions to creating opportunities for efficiencies that lead to cost-savings while helping to build important constituencies who provide essential philanthropic support for UMB have been and continue to be vital to the growth of our institution and the communities we serve.”

Diversity, Equity, Inclusion, and Belonging
Lauren Meredith, Towson University
Professional Development Partner
5 years of service to the institution - 5 years in current position

Lauren Meredith has been with Towson University since June 2019. Lauren has excelled in her role as an advisor for students in the College of Business and Economics (CBE) by establishing a strong support system and implementing process improvements that have become a model for other advisors. In September 2019, Lauren took on the responsibility to oversee the CBE's MentHER mentorship program. By October 2020, she added CBE's other mentorship program, Mentoring to Advance Professional Development (MAPD). Although Lauren was not hired to take on the responsibility of these programs, yet she stepped in with enthusiasm, has grown both programs, and has created an award-winning program with MentHER. The MAPD program in particular has gained interest among first gen students as they recognize support is needed to enter the business world. This academic year, the program includes 30 students, 42% of whom identify as a first-generation college student. Most participants are female (57% identify as she/her/hers), and 71% identify as an underrepresented minority. According to student feedback in MAPD, 80% of participants became more confident in their ability to build relationships within their network as a result of this program.

Lauren's dedication to diversity, equity, inclusion and belonging is prominent in the work she has done with MentHER and MAPD but also in her everyday endeavors at Towson University. She is a strong advocate for promoting a diverse workforce, providing equitable opportunities for all individuals and growing a community of business professionals from all over the area.

President Ginsberg says: “As home to a minority majority student body—one that reflects the state population which we serve—Towson University is deeply committed to inclusive excellence. Lauren helps us achieve this standard by going “above and beyond” each day.”

Excellence in Performance
Andrew Rosenblum, Towson University
Technology Support Specialist
13 years of service to the institution - 5 years in current position

Over the years, Andrew Rosenblum has become an impactful and indispensable member of the College of Liberal Arts (CLA) community. He is constantly on the move, tablet in hand, assisting faculty, staff and students, with whatever they need. Whether he’s rearranging furniture for an event, setting up technology for guest speakers, or troubleshooting technical issues, Andrew is always willing to lend a hand—and always with a smile or a well-timed joke that lightens the mood, even if it’s not part of his every duties. This makes CLA run in a more effective and efficient manner, which results in significant increased productivity for all eleven departments in the College. Andrew’s technical expertise and initiative have had a profound impact on CLA’s ability to operate efficiently. He has played a pivotal role in modernizing processes, such as converting paper forms to DocuSign and assisting departments with website updates. These innovations have impacted the college by saving time, increasing productivity, and allowing our departments to better achieve their goals. Without hesitation, faculty and staff know they can count on Andrew to find solutions tailored to their specific needs, whether it involves new equipment, troubleshooting, or strategic advice.

Andrew's contributions extend beyond his technical expertise. As the Vice Chair of the TU Staff Senate, he has leveraged his knowledge of university governance to clarify procedures and bridge communication gaps for administrative staff. Andrew had the foresight of talking about inclement weather during the summer and that communication needed to be clear and concise ahead of an inclement weather event. His suggestion was brought to the President's Cabinet. The President's Cabinet agreed a definitive stance should be implemented and it was.

Everyone who interacts with Andrew walks away better for it—whether it's through a solved problem, a new perspective, or simply an uplifting interaction. His mentorship of faculty and staff has been equally impactful, providing guidance and setting a standard of excellence for faculty and staff to aspire. This can include assisting with website design, event marketing & planning and ordering technology. Andrew's knowledge of University policies and procedures ensures that new staff receive correct and current guidelines.

President Ginsberg says: "Andrew's ability to take on new challenges, his meticulous approach to his work, and his unwavering commitment to the TU community make him an outstanding candidate for this award. His contributions not only enhance the efficiency of his department, but also strengthen the overall success of the university."

Making a Difference to the Campus
Conrad Wilson, University of Maryland, College Park
28 years of service to the institution - 9 years in current position

When you meet Conrad Wilson, it is obvious that he truly loves his work and is on a mission to keep the Campus occupants safe and secure. He not only wants them to be safe and secure, he wants them to feel safe and secure. He accomplishes that through excellent workmanship and communication with the customer, which always includes follow up.

Conrad spends most of his time these days managing the thousands of security cameras on campus providing service and maintenance to assist UMPD in keeping the campus as safe as possible. Conrad has provided training to every Building Security technician to help him with this endeavor. This may be where his legacy will be felt the most. When a case is solved by UMPD or a crime is prevented with the assistance of the camera system, it's not Conrad getting the awards and compliments, because he works in the background. Without his contributions, it wouldn't be possible. Conrad loves providing this service to UMPD and is thankful that this helps them in their mission to keep the Campus safe.

President Pines says: "In order for our students, faculty and staff to learn, innovate and achieve, they must first feel safe—something that Mr. Wilson has spent his career doing diligently and completely."

Acting as a Role Model
Michelle Lambert, Salisbury University
Executive Administrative Assistant I
17 years of service to the institution - 14 years in current position

The Perdue School at Salisbury hosts a small subset of students known as Student Business Leaders (SBLs). This group of 10-12 students serve as ambassadors for the Perdue School; they are bright, talented, and motivated students who vie, through a series of interviews, for the coveted title of SBL. Over the course of the last 10+ years, Michelle Lambert has spearheaded the development and shaping of the SBL program. Michelle champions this effort from beginning to end. She oversees the recruitment and selection of each and every SBL; she chairs the weekly SBL meetings; she cultivates professional development opportunities; she oversees all SBL initiatives and she works with each student to make sure that he or she develops to his or her fullest potential, both personally and professionally. Michelle is the key to the success of the program.

Michelle holds the SBLs to the highest of standards. She expects them to serve the school in a professional manner and to uphold the values of the Perdue School at all times. She is demanding in her expectations, and at the same time serves as a second mother to many of them. She is their confidant, their mentor, their biggest cheerleader and, importantly, their role model. Not surprisingly, many of these students go on to successful careers in big four accounting firms and with major corporations. Additionally, through Michelle, the larger Purdue School community becomes role models to all Perdue students and work collectively to create a successful environment in the Perdue School.

President Lepre says: “Michelle has become a role model for her colleagues. She upholds the highest standards of professionalism and embodies the values of Salisbury University. Michelle leads by example and demonstrates an exceptional level of kindness and respect that inspires those around her.”

Excellence as a Team Player
Aricelda Munoz, University of Maryland, College Park
Food Services Specialist - Sous Chef
32 years of service to the institution - 3 years in current position

After 32 years of commitment to Dining Services at UMD, Varicella Munoz is currently the Sous Chef at Mulligan's Grill & Pub. Her duties include leading a modest team of kitchen staff in the planning and preparation of both restaurant and catering meals. Her meals are delicious! She sets a high standard and the staff hold her in the highest regard. She assists at all positions and can frequently be found mopping the floor or doing the dishes to help her crew. Last summer, she assisted in the training of staff members from the Market Grill as part of a program to cross train them in a restaurant setting. She also coaches our student waitstaff, many of whom have never worked as servers before. She can frequently be seen outside the kitchen helping other members of the staff. She volunteers regularly to come in early or stay late for catering events or other busy days.

Aricelda's bright attitude is infectious, lifting the spirit of her co-workers. She takes the time necessary to teach new skills to the crew. At the end of a long day, she displays the same energy as in the morning, lightening the load of those around her. She is the backbone of Mulligan's and a joy to work with. She has volunteered to assist in many other operations in Dining Services, including Good Tidings Catering, Training Table, Yahentamitsi Dining Hall, and Concessions. She has even worked in a food truck at Rigg's Alumni Center during football games. Everyone is always delighted when she shows up to help!

President Pines says: “Students, faculty, staff and guests rely on someone like Ms. Munoz to make them feel welcome and at home, in ways both big and small, on our campus.”

Diversity, Equity, Inclusion, and Belonging
Natasha (Tasha) Sweitzer, Towson University
Evening Circulation Supervisor
5 years of service to the institution - 5 years in current position

During her five-year tenure as Evening Circulation Supervisor in Albert S. Cook Library, Natasha (Tasha) Sweitzer consistently demonstrates her dedication to supporting the library, its people, and the wider Towson University community. Through her efforts in the Library, Tasha goes above and beyond her regular responsibilities to build, nurture, and advance inclusion, multiculturalism, and social justice practices that strengthen the Library and Towson University community. In addition to the energy she brings to her work each day, this commitment to inclusive practices is evident in her work with Cook Library’s award-winning Anti-Racism Action Plan, her stewardship of Cook Library’s Inclusion, Diversity, Equity and Accessibility

(IDEA) Committee, her dedication to uplifting the voices of her peers via her role as Library Assembly facilitator, and her elected staff representative position on Cook Library's Leadership Council.

A prime example of Tasha's commitment is when she co-led the development of Cook Library's Indigenous Research Guide, a thoughtfully curated resource supporting research and education on local Indigenous topics. She also worked collaboratively with Cook Library leadership to facilitate the library's first organizational equity audit conducted by an external consultant in 2023. Tasha provided key assistance that ensured all library workers participated in a thorough and meaningful assessment of the library's equity practices.

President Ginsberg says: "Natasha's thoughtful leadership and commitment to diversity, equity, inclusion, and accessibility make her a truly deserving candidate for this award."

Report to the Board of Regents

Chancellor Jay A. Perman

Salisbury University | September 19, 2025

Thank you, Madame Chair. I add my greetings to our new regents—Regent Stebbins, Regent Blount, Regent Speaks, Regent Rivera-Forbes. As we begin a challenging, but no doubt rewarding, academic year, I look forward to your guidance.

I welcome our new shared governance chairs—Mr. Vasquez-Reyes, Dr. King-White, Mr. Prouty. I'm excited for our partnership.

And I welcome Dr. Dale Nesbary, our new interim executive director of the USM at Southern Maryland. Dr. Nesbary has deep expertise in institutional effectiveness, the student experience, technology and planning. His leadership of Muskegon Community College in Michigan earned him national acclaim, and we'll look to him as we strengthen our partnerships with Maryland's two-year colleges.

Dr. Nesbary's arrival at USMSM coincides with the center's new strategic plan, focused on building academic and career pathways, catalyzing community collaborations, and promoting student success and social mobility. Dale, we look forward to your leadership as we make good on these promises.

Elkins Professorships

I congratulate our Elkins professors, whose critically important work in teaching, research, and service we advance through System-funded grants.

Through Bowie State's Autonomous Technologies Lab, Dr. Darsana Josyula will establish a Collaborative Hub for Adaptive Human-Al Teaming, ensuring equitable access to AI research and education, and advancing regional workforce development.

At the University of Maryland, College Park, Dr. Elisabeth Smela will team with colleagues across the university to develop an accessible certificate program in sustainability and to foster cross-campus collaboration in sustainability projects.

Prof. Rabiat Akande from UMB's Carey School of Law will continue her project exploring the history of European colonialism and its impact on contemporary international law.

We're also celebrating three Elkins Academic Transformation winners. This year, we asked faculty to focus their grant applications on generative AI, which is rapidly transforming the work we do. And so at Towson University, Dr. Amanda Jozkowski will enhance teaching and student engagement by integrating generative AI into course design. At UMBC, Dr. Eric Stokan will develop open-source training materials in computational social science and generative AI. And at UMGC, Dr. David Leasure will use generative AI to adapt and scale course-specific faculty coaching tools. I congratulate all of our winners.

Emblems of Our Excellence

If you're paying attention, you might know that this is the month I typically offer a rankings roundup, bragging about where we stand on various "best-of" lists. I'm going to hold off this year, while we await the publication of a few more rankings. Don't worry, though: The rankings we *do* have are among the most impressive I've seen.

I do want to mention some accolades that say as much about us—and our values—as the more standard measures of excellence. For instance, Towson University and UMB have won the 2025 Excellence in Mental Health and Well-Being Award from *Insight Into Academia* magazine. The award measures programs and policies that integrate accessible mental health services enterprisewide; that significantly advance inclusive excellence and belonging; and that support emotional resilience.

College Park, UMB, and Towson are all ranked in the top 20 on *Forbes'* list of Best Employers in Maryland. And UMB made the magazine's list of America's Best Employers for Women, ranking 36th among all U.S. universities.

College Park ranks 13th among U.S. public universities for its graduation rate among Pell students—a six-year graduation rate above 82%. And the university is a top 5 producer of doctorates in tech areas critical to national security and science-driven innovation.

Towson is one of seven North American colleges earning Autism-Inclusive Campus Designation from the College Autism Network. The first-of-its-kind designation recognizes campuses committed to creating environments where autistic and other neurodivergent people can thrive, and it builds on TU's leadership in autism education and community support. Congratulations, President Ginsberg.

In a similar vein, I want to mention UMGC's inclusion in the Generation Hope FamilyU Cohort. The program will help UMGC foster a supportive environment for all students, but especially parents—so that students juggling child care can learn, and succeed, and enjoy the economic mobility that lifts up their families.

I want to end on *The Princeton Review*, which has again named the beautiful building that's hosting us today, Guerrieri Academic Commons, a U.S. top 25 college library.

That allows me to segue to our host this morning, Salisbury University.

I'm not sure if you've heard, but Salisbury is celebrating its centennial this year. SU's big birthday bash was joined by a fundraising gala and the debut of the SU Centennial Speaker Series, where President Lepre was joined by former leaders for a behind-the-scenes look at Salisbury's meteoric rise over the last quarter-century.

That rise is real, and Salisbury's students are at the heart of it. One of Salisbury's enduring achievements has been its incredible success in producing Fulbright Students. SU has two Fulbright recipients this year: Chemistry major Andersen Herman, whose experience with malaria in his native Haiti has shaped his plans to pursue malaria research in the Slovak Republic. And you might remember his classmate, ESOL and Spanish major Vicky Vazquez, who was one of our Regents Student Award winners last spring. She's now a Fulbright Student pursuing a teaching assistantship in Thailand. A former ESOL student herself, Vicky will bring her language-teaching experience back to her native Worcester County and serve vulnerable communities.

Salisbury's Lian Peach was named National Leader of the Year by the Omicron Delta Kappa honor society. Before graduating, the SGA chief of staff was vice president of Salisbury's food pantry, co-editor-in-chief of its undergraduate research journal, and a community activist, addressing "period poverty" in local schools with distributions of personal hygiene products.

Salisbury's Kay Funderburg has been named a Gilman Scholar by the U.S. Department of State. The program helps students with high financial need gain international experience, build global networks, and hone foreign language skills to advance U.S. interests in security and prosperity. Kay will study at Sweden's Linköping University. President Lepre, your students are an extraordinary credit to this extraordinary university. Thank you for hosting us.

Let me branch out to students at other schools. UMB's School of Nursing is celebrating its *first-ever* Fulbright Student. As part of her PhD studies, Abaneh Ebangwese will travel to Cameroon, where she'll analyze biometric and survey data on cardiovascular-disease risk factors to assess disease vulnerability.

I mentioned the Gilman Scholarship earlier. College Park was just ranked fourth in the nation for the number of Gilman scholarships awarded. Sixty Terps earned the distinction, enabling their study (literally) around the world. It's all part of College Park's plan for inclusive global experience. So very impressive, President Pines.

UMES has seen tremendous growth in its study abroad programs, with more students participating in programs over the last two years than did in the eight prior years *combined*. It's part of a push to grow international study—not only study abroad, but international scholarship and fellowship participation.

Let me expand to university achievements. None is more rewarding than something that UMB and Frostburg State are now celebrating: affirmation of their accreditation by the Middle States Commission. This is a years-long process requiring extensive self-study and expansive engagement inside and outside the university. Every function, every ambition, every achievement

is put under a microscope—as it should be. President Jarrell, President Smith, congratulations on the work—and on the outcome.

At Frostburg, every single student in its Physician Assistant Class of 2025 passed the national certifying exam. First-time pass rate is an important metric proving program effectiveness, and it doesn't get any better than perfect. Congratulations, President Smith.

UMES is celebrating full accreditation of *its* Physician Assistant program, together with outstanding student pass rates on the certifying exam. This was years of hard and methodical work, President Anderson. Congratulations.

The Scholarship We Produce

Academic program development is another endeavor requiring years of painstaking preparation. Salisbury has unveiled a Biochemistry and Molecular Biology major, maybe the most requested major—by students, by employers—that Salisbury *didn't* offer. Until now.

College Park and UMB have launched a BS–MD program to recruit more engineers and data scientists into clinical professions, where technology has transformed preventive and precision care, device development, diagnostics, and therapeutics.

At UMBC, faculty in Human Services Psychology have won a $3 million grant from the National Institute on Drug Abuse to adapt a therapy that helps patients with PTSD process their trauma by writing about it. The faculty are developing and testing a version of the therapy with patients in residential treatment for substance use disorder.

Researchers at UMB's School of Medicine were among only four teams nationwide to win an NIH challenge to improve genome editing. Their prize came after they successfully demonstrated a technique that delivers editing biotechnology across the blood-brain barrier.

Researchers at UMD are teaming with colleagues at Cornell to develop a wearable AI system that helps people with visual impairments access nonverbal cues like nods, gestures, and glances, nuances often critical in workplace collaboration and personal relationships. Real-world testing could begin within 18 months.

And UMD's Sean B. Carroll just won his third Emmy for outstanding science filmmaking for his documentary following an evolutionary biologist's quest to find DNA in a 2 million-year-old soil sample. "If we don't tell our stories," he said, "how does anyone know what we do? Scientists need to get their stories told." I couldn't agree more.

The Students We Enroll

Several of our universities are celebrating strong incoming classes. Coppin State welcomes its largest first-year class in more than 25 years. In all, 1,000+ new undergraduates are flocking to Eagle Nation. And Coppin is bucking national trends, with climbing enrollment among men.

Male enrollment at Coppin has jumped 54% since 2021, reflecting strength not only in recruitment but in retention, where Coppin well outperforms national averages.

This work dovetails with Coppin's new five-year strategic plan, Courageously Soaring, whose goals include becoming a university of choice, nurturing students' holistic development, and improving their completion rates. Well done, President Jenkins.

UMBC opens the fall semester with a record-breaking first-year class—and its biggest-ever wait list. The university is building relationships in Baltimore City, where enrollment is up 30% this year. And they're offering new programs: guaranteed access for qualified Baltimore City students and full funding for those whose families make under $80,000 a year. The engagement is paying off, with a total incoming class of more than 3,100 freshmen and transfer students. Congratulations, President Sheares Ashby.

Towson is welcoming more than 5,700 new students this year—nearly 3,000 freshmen, 1,600 transfer students, 1,200 graduate students—an area of promising growth. Retention has been a great success story at Towson: Ninety-one percent of eligible undergraduates return to TU for another year.

UMES is eyeing its fifth-straight year of enrollment growth. An extraordinary achievement, President Anderson.

And without getting ahead of the final totals, we're confident that our Systemwide enrollment this fall will exceed last year's. In these numbers, we have persuasive evidence that Marylanders want what we provide. *Still.*

The Talent We Develop

Of course, at the *other* end of the college pipeline are the careers that make the degree worth it. And so our universities keep innovating how they connect students to employers, how they produce the talent that Maryland needs, how they partner to get students—and the state—the very best return on their investment.

Through a partnership with BioHub Maryland, Bowie State students are being trained in biopharma manufacturing and earning certificates valuable to employment in the life sciences.

The Universities at Shady Grove partnered with UMD's Smith School and all nine of USG's partner universities to showcase the academic programs offered on campus and meet with industry leaders across sectors. Employers shared their talent needs, and USG shared how their students and alumni can—and will—fill them. Thank you, Dr. Khademian.

UMGC is partnering with the Montgomery County Police Department to accelerate degree completion for department employees and their families, offering discounted tuition, waived application fees, and college credit for police training and prior learning.

You'll recall that UMGC piloted a similar program for military-affiliated learners. Through the Credit for Military Rank program, students earn transfer credit for skills acquired through military experience. To date, more than 70,000 credits have been awarded to 14,300 service members, saving those students $17.5 million in tuition costs. Well done, President Fowler.

Continuing its commitment to displaced federal employees, UMGC staffed a Career Expo explicitly for former DC workers, and offered no-cost registration for professional exam prep courses. Towson's College of Education *also* has federal employees in mind. With a $1 million MHEC grant, TU is supporting former federal workers who want to transition into teaching. With 600+ applicants, this is the kind of program that can make a real dent in classroom shortages.

At College Park, a nearly $3 million gift from alumnus Brendan Iribe will open pathways to computing careers by supporting not only the university's computing majors but local middle and high school students, as well, catalyzing an inclusive computing community.

The Communities We Serve

Of course, "community" is an important word for us, and service to our neighbors animates much of our work.

UBalt faculty are leading an experiential learning project that engages young students with art history in a new way. Partnering with the Walters Art Museum, UBalt is transforming museum visits into interactive, gamified adventures, with high school and middle school students working through challenges that deepen their understanding of the artwork and its context. It's a model that could preserve meaningful field trips in public schools, as funding for them is increasingly jeopardized.

President Miralles-Wilhelm at UMCES continually stresses that we must show the economic impact of our work. You've heard me share that UMCES has seeded billions of juvenile oysters in Chesapeake Bay reefs. It's one of the world's largest oyster restoration projects. And it's paying dividends. Since the restoration, watermen are bringing in, on average, 475,000 bushels of oysters every year—for a dockside value of more than $18 million. In the five years prior to restoration, harvests averaged 116,000 bushels, a value of just $3.5 million. And now the state has said it will formally meet its commitment to restore five oyster tributaries in the Bay. Well done, Fernando.

With Williamsport High School in Washington County undergoing asbestos abatement, the USM at Hagerstown is the neighbor it needs. The school's most vulnerable students—English language learners, students receiving special education services, students experiencing housing instability, students with special medical arrangements—are now using critical space at USMH. Because that's what good neighbors do. Thank you, Dr. Ashby.

UMGC is awarding full scholarships to caregivers of wounded, ill, or injured service members, helping them restart lives they've put on hold and bring greater financial security to their families. With this year's class, UMGC has awarded 90 scholarships, covering full tuition for as long as it's needed. Forty scholars have earned their degrees.

UMB's Carey School of Law, in partnership with the Public Defender's Office, has launched Maryland's *second* Innocence Project. The first, of course, is famously hosted by UBalt. The aim isn't just to free innocent people behind bars, but to prevent wrongful convictions.

UMBC is deepening its work with the Baltimore nonprofit Building Steps, bringing Baltimore City high schoolers to campus for weeks of lab-based exploration.

And Bowie State is eyeing MDOT's plans for transit-oriented development at BSU's MARC station as an opportunity to grow affordable housing, connectivity for students, and economic development in greater Bowie. The plans call for a mixed-use community on five acres of state-owned land, which President Breaux envisions as a conduit to the opportunities that come with connection. Congratulations, Dr. Breaux.

I want to end these achievements by saying that every single one of them is supported by our USM staff—program development, student recruitment and success, strategic planning, accreditation, research and development. Chair Gooden mentioned at the meeting's outset that we've just honored 10 staff members across the System for their enormous contributions to our work.

And so it's on this note that I'll mention UBalt, which has just won gold for its new website in the national UCDA Design Awards. From nearly 800 entries, fewer than 20 earned the highest honor. And that's not all. UBalt won the Award of Excellence for its body of creative work celebrating the university, its students, its programs, and its centennial anniversary. To our staff across the System, I thank you for doing the work and for telling our story. And please, President Schmoke, thank your team as well.

Making Maryland

I'll be telling our story, too. On Monday, with President Breaux and our student council leader, Mr. Vasquez-Reyes, I'll be briefing the Maryland House Appropriations Committee on the impact federal actions are having on our operations and our budget. But more than that, I'll be making the case that, when it comes to Maryland's fiscal challenges, the USM is *not* part of the problem. We're part of the solution. A *big* part.

Because college degrees correlate with economic strength, and we awarded a record number last year, more than 45,000. Because we're a primary supplier of talent to Maryland's highest need industries: health care, computing, cyber, teaching. Because our $1.6 billion R&D enterprise doesn't only safeguard our health, security, and sustainability; it grows our GDP. Because the technologies we invent and the startups we launch make Maryland a state of innovation. Because with the right tools and the right support, *we* can be the lure for companies that want proximity to our people, our ideas, and our partnership.

I thank all of you for your work and your counsel as we prove, every day, that this System *makes* Maryland.

Madame Chair, this concludes my report. # # #

COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report September 19, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in June. The Tri-Council meeting is scheduled November 20, 2025 and will be held at UMCP. The next CUSF General Body Meeting will be held on October 8, 2025.

CUSF Meetings

CUSF General Body Meeting: September 10, 2025

A Council on University System Faculty General Body Meeting was held on September 10, 2025. The meeting was held virtually via Zoom. We spent the summer working in concert with the Chancellor's office at the USM to come into the new year as organized as possible. To do so Kelsey Beckett, USM Chief of Staff and Director of Operations, USM Academic and Student Affairs reached out to all faculty senate chairs to provide an updated roster with alternates and all but one institution was able to provide this listing. The one institution that did not do so will be holding their vote on membership on September 17th (after this document is to be submitted but prior to the meeting). Beckett also worked to provide a Zoom platform that is more organized with speaking participants and listening participants separated. This allowed for better communication between members of the committee. Sr. Vice Chancellor, Alison Wrynn, requested we choose a more standardized time to meet and we settled on piloting a 2nd Wednesday 9-12 meeting with a few exceptions for Tri-Council, January, and April where there were conflicts with other major meetings and winter break. CUSF chair, Ryan King-White, conducted a new member orientation prior to the general body meeting stressing the notion that CUSF is an advisory board, detailing the various committees (new) members could join and inviting other CUSF members to answer questions about the committees and what they had focused on in the past.

At the general body meeting, and after a brief welcome and introductions, CUSF welcomed Nancy O'Neill (Executive Director of the Kirwan Center for Academic Innovation) to speak about Digital Accessibility and Title II Requirements. O'Neill provided detail about changes that needed to be made to courses in order to become compliant for learners of all types. She fielded several questions and offered outreach programming and a mini grant opportunity to help faculty become compliant in the materials they use for coursework.

Chair King-White then provided updates to the general body regarding scheduling, the new software platform for virtual participants, again stressed that CUSF's role is to advise the Board of Regents and USM on various issues, and reminded members that respectful dialogue could create more productive outcomes. Alison Wrynn shared systemwide concerns from the USM

perspective primarily revolving around issues with international students obtaining visas as they attempt to complete their studies, ongoing concerns about funding from the federal and state level, and Kelsey Beckett detailed how she had organized the Zoom software for meetings this year.

To conclude the general body meeting, seasoned members spoke to others about what each committee does and advised that members were able to join multiple committees to gain insight as to which each hope to accomplish this AY. Members were then invited to join a variety of breakout rooms to decide which committees they were most interested in and able to contribute.

Executive Committee

The Executive Committee members are:

- Ryan King-White, Chair- Towson University
- Heather Rogers Haverback, Past Chair- Towson University
- Maida Finch, Vice Chair- Salisbury University
- Miroslaw Janowski, Secretary- University of Maryland - Baltimore
- Lorenda Naylor, At Large Member - University of Baltimore
- Weiwei Stone, At Large Member- University of Maryland, Eastern Shore

The Executive Committee met on September 8, 2025. We began this meeting by reintroducing ourselves and setting the vision for the upcoming AY. Alison Wrynn, and Kelsey Beckett shared updates/reports with the committee centered on new software to be used for CUSF, the 4 new BOR members, USM Launch Day, broad and individual concerns about federal support, and what this means for foreign graduate students as well as research dollars. Ryan King-White and Maida Finch discussed what they heard when attending the BOR Finance and Educational Policy committee meetings respectively, new member orientation, and future dates for ExCom meetings.

Awards Committee

Chairperson- Lorenda Naylor, University of Baltimore

Lorenda Naylor agreed in principle to serve as CUSF Awards Committee Chairperson. Next month the committee will recruit members that fulfill the requirements as laid out in the bylaws. The Awards Committee will review and make recommendations to the Board of Regents.

Education Policy Committee

Chairperson- Dr. Mary Crowley, University of Maryland Global Campus

For AY25-26 this committee will focus on generative AI faculty training. They will also seek to further their recommendations on the faculty bullying policy whilst understanding that it is a complex issue. Finally, the education policy committee will revisit the nuances regarding student evaluations of teaching.

Faculty Affairs Committee

Chairperson- Not yet decided

This committee does not have an official chair yet, but generally wish to work on issues like effectively sharing and disseminating information on digital accessibility as it pertains to Title II, and working on gathering data in concert with ExCom as it pertains to the state of shared governance.

Legislative Affairs Committee

Chairperson- Dr. Holly Brewer, University of Maryland, College Park

Reported that they are working on facilitating shared governance via advocating for two USM faculty members to serve on the BOR, collective bargaining, and developing CUSF responses to federal and state legislation.

Research Committee

Chairperson- Drs. Tom Abrams (through December) and Miroslaw Janowski, University of Maryland, Baltimore

Reported that they wish to review policies related to research across the system, increasing autonomy of research to adapt USM to the rapidly changing political environment, and fostering means to cross silos of individual universities to build an individualized immersion into top-notch research with focus on a support for high-tech critical research infrastructure.

Rules and Membership Committee

Chairperson- Not yet decided

Nagaraj Neerchal, a longtime member of the committee, noted an uptick in interest this year which led to uncertainty over who might serve as chair. Despite the lack of official leadership, the group wishes to review our current bylaws and potentially update them for hybrid and virtual meetings. For example, they wish to look at current standard operating procedures as they pertain to taking quorums in a virtual meeting.

I look forward to updating you as we develop CUSF's priorities for the year.

Respectfully submitted,

Dr. Ryan King-White
CUSF Chair

COUNCIL OF UNIVERSITY SYSTEM STAFF

Council of University System Staff Report
Board of Regents Meeting
September 19, 2025

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

Coppin State University
2500 W. North Ave
Baltimore, MD 21216

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

University of Maryland, Baltimore
220 N Arch St
Baltimore, MD 21201

University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

University of Maryland Center for Environmental Science
P.O. Box 775
Cambridge, MD 21613

University of Maryland, College Park
7950 Baltimore Ave
College Park, MD 20742

University of Maryland Eastern Shore
11868 College Backbone Rd
Princess Anne, MD 21853

University of Maryland Global Campus
3501 University Blvd. East,
Adelphi, MD 20783

University System of Maryland Office
3300 Metzerott Rd
Adelphi, MD 20783

The Council of University System Staff has convened twice since the election of its new leadership, who began their roles in early August. A current roster, official proceedings of these first two meetings, and the schedule for 2025-2026 CUSS General Body Meetings are made publicly available at https://www.usmd.edu/usm/workgroups/SystemStaff/index.html and are attached to this report for convenience.

The Council of University System Staff is led this year by staff from the University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Center for Environmental Science; Bowie State University; and Salisbury University. The executive board is composed of staff working in Residential Life, Information Technology, Academic & Student Affairs, Student Conduct, and Human Relations. We are happy to be serving the system in this capacity alongside the students, faculty, and senior leaders at our universities.

Last year, CUSS Chair Dr. Kalia Patricio worked with CUSS to pen a letter to the Office of the Governor of Maryland. This letter was focused on building a better relationship between the state government and the system staff that comprise nearly 13,000 voting citizens in the state. Dr. Patricio and other members of the executive board are scheduled to meet with Governor Moore's Chief of Staff on Wednesday, September 17.

This year, while only having conducted two meetings, the following ideas are clear as we listen and read reports from staff from among our campuses:

1. Staff feel appreciated by the words and deeds of campus leadership, when shared;
2. Staff are excited and energized by the various campus celebrations, be they homecoming plans or celebrations of 100 or even 125 years of operation;
3. Staff also feel uninformed and sometimes surprised by decisions made by university administrators.

Decisions around salary changes, retirement plan changes, and what programs can be subsidized by tuition remission are all examples of changes that have surprised staff in the last few weeks and months. While changes to state appropriations, federal support, and perhaps enrollment are dealt with on our campuses, staff who understand the financial and administrative burdens these changes place on our campuses also understand the need for difficult and sometimes speedy decision making. This understanding buys goodwill, community, and positive morale.

Far and away, it is clear we can do better to communicate changes made or pending to our campus community, specifically staff. Finding that perfect mode of effective and efficient communication is always hard – and we have already engaged with a few campus presidents and administrators as thought partners to create better avenues for communication through shared governance and beyond. As we move into the next few years with what we have agreed will be financial uncertainty, we speak for the entire Council of University System Staff in saying that we hope we can work together to think of new and enhanced ways to communicate and provide background for perhaps difficult decisions that lie ahead.

Attached: 2025-2026 CUSS Roster
Attached: CUSS Letter to Governor Moore

Respectfully,

Roy Prouty (UMBC)
Chair

Meredith Carpenter (UMCP)
Vice Chair

Kevin Bruce (UMCES)
Secretary

Trish Johnson (BSU)
Member-at-Large

Kelly Cowger (SU)
Member-at-Large

Dr. Kalia Patricio (UMCP)
Past Chair

Salisbury University	First	Last	Leadership Role	Email
Bowie State University	LaVel	Jones		ljones@bowiestate.edu
Bowie State University	Rosetta	Price		rprice@bowiestate.edu
Bowie State University	Jennifer	Coke		jcoke@bowiestate.edu
Bowie State University	Trish	Johnson	Member At Large	tejohnson@bowiestate.edu
Coppin State University	Sheila	Chase		schase@coppin.edu
Coppin State University	Vincent A	Fields Sr		vfields@coppin.edu
Frostburg State University	Amy	Nightengale		anightengale@frostburg.edu
Frostburg State University	Kim	Hinds-Brush		kmhindsbrush@frostburg.edu
Frostburg State University	Sara	Wilhelm		slwilhelm@frostburg.edu
Frostburg State University	Rubin	Stevenson		rstevenson@frostburg.edu
Frostburg State University	Joshua	Trenum		jrtrenum@frostburg.edu
Frostburg State University	Allen	Flanagan		Raflanagan@frostburg.edu
Salisbury University	Kelly	Cowger	Member At Large	kmcowger@salisbury.edu
Salisbury University	Lisa	Gray	Legislative Co-chair	lggray@salisbury.edu
Salisbury University	Megan	Raymond		Mmraymond@salisbury.edu
Salisbury University	Shannon	James	Legislative Co-chair	smjames@salisbury.edu
Salisbury University	Frank	Bowen		jfbowen@salisbury.edu
Salisbury University	Dave	Gutoskey	Special Projects Co-chair	Dpgutoskey@salisbury.edu
Towson University	Brian	Jara	Awards co-chair	bjara@towson.edu
Towson University	April	Parvizian		aparvizian@towson.edu
Towson University	Anthony	Skevakis		askevakis@towson.edu
Towson University	Benjamin	Crull	PoC	bcrull@towson.edu
Towson University	Jennifer	Walsh	USM Diversity & Inclusion Council	jwalsh@towson.edu
Towson University	Siobhan	Keplinger		skeplinger@towson.edu
University of Baltimore	Karen	Karmiol		kkarmiol@ubalt.edu
University of Baltimore	Kara	Kauffman	PoC	kkauffman2@ubalt.edu
University of Maryland Center for Environmental Science	Kevin	Bruce	Secretary	bruce@mdsg.umd.edu
University of Maryland, Baltimore	Danielle	Hill		danielleb.hill@umaryland.edu
University of Maryland, Baltimore	Nicole	Nash		nicole.nash@umaryland.edu
University of Maryland, Baltimore	Antoinette	Shannon		antoinette.shannon@umaryland.edu
University of Maryland, Baltimore	Anthony	Weldon, Jr.		aweldon@som.umaryland.edu
University of Maryland, Baltimore County	Roy	Prouty	Chair	proutyr1@umbc.edu
University of Maryland, Baltimore County	Catherine	Fu	Awards Chair	cfu2@umbc.edu
University of Maryland, Baltimore County	Michael	Walsh		mwalsh3@umbc.edu
University of Maryland, Baltimore County	Deanna	Cerquetti		deanna5@umbc.edu
University of Maryland, College Park	Meredith	Carpenter	Vice Chair	mcarpent@umd.edu
University of Maryland, College Park	Kalia	Patricio	Past Chair	krp@umd.edu
University of Maryland, College Park	Suzanne	Ashour-Bailey		sash1@umd.edu
University of Maryland, College Park	Adrienne	Mayo-Brown		amayo@umd.edu
University of Maryland, College Park	Namrata	Ram Andriessens		namratar@umd.edu
University of Maryland, College Park	Sister Maureen	Schrimpe		schrimpe@umd.edu
University of Maryland, Eastern Shore	Chenita	Reddick		crreddick@umes.edu
University of Maryland Global Campus	Kathleen	Hebbel		kathleen.hebbel@umgc.edu

Council of University System Staff

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14000 Jericho Park Rd
Bowie, MD 20715

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2500 W. North Ave
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Frostburg State University
101 Braddock Rd
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Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
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University of Baltimore
1420 North Charles St
Baltimore, MD 21201

University of Maryland, Baltimore
220 N Arch St
Baltimore, MD 21201

University of Maryland, Baltimore County
1000 Hilltop Circle
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University of Maryland Global Campus
3501 University Blvd. East,
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University System of Maryland Office
3300 Metzerott Rd
Adelphi, MD 20783

The Honorable Wes Moore
Governor of Maryland
100 State Circle
Annapolis, MD 21401

July 2, 2025

Dear Governor Moore,

On behalf of the Council of University System Staff (CUSS), representing over 13,000 dedicated, non-bargaining staff members across the institutions within the University System of Maryland (USM), we write to express our deep concern regarding your recent decision to authorize fiscal year 2026 (FY26) Cost of Living Adjustments (COLAs), merit, and longevity pay increases for many USM staff during a period of significant fiscal uncertainty in our state.

While we support fair and competitive compensation—and recognize the importance of honoring long-standing public service—we are troubled by the timing and uneven implementation of these pay increases. As you know, the State declared these increases for FY26 without allocating sufficient funding to fully support them for all staff across the USM institutions while simultaneously instituting rather significant base budget cuts. This has forced the USM and its campuses to make difficult and inequitable decisions about who receives pay increases and how, placing additional strain on already limited institutional budgets. As a result, several USM institutions are now facing the difficult decision of enacting staffing reductions and furloughs. These actions will ultimately lead to larger workloads, fewer staff, and diminished services—outcomes that will harm our 43,000 employees, our 100,000 students, and the many communities we serve.

Like you, CUSS members are deeply committed to the USM's mission of education, research, and public service. However, we are increasingly challenged by workforce reductions, inconsistent compensation policies, and funding cuts that erode morale and compromise our ability to deliver on that mission. We believe that during a budget crisis, protecting jobs is not only sound fiscal policy, but also a moral imperative. Rather than increasing wages for some at the cost of eliminating positions for others, we urge a more sustainable and equitable approach that preserves the strength of the public workforce and the value we provide in service to this great state.

We respectfully request the opportunity to meet with you and your staff to discuss these concerns, gain a better understanding of your fiscal priorities, and provide insight into the vital work performed by the thousands of non-bargaining state employees (68% of the USM staff workforce) who keep our public university system running but are significantly underrepresented in the State's legislative landscape and political consciousness.

We remain steadfast in our commitment to higher education in Maryland and ask that you stand with us in protecting the workforce that makes that mission possible.

Respectfully,

Kalia R. Patricio, Ph.D.
Chair

Roy Prouty
Vice Chair

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
September 19, 2025

Since the last Board of Regents meeting in June, CUSP met on August 4, 2025, via Zoom and on September 8, 2025, in person at the Rita Rossi Colwell Center in Baltimore.

On August 4, 2025, the presidents received a financial update from Senior Vice Chancellor for Administration and Finance Herbst. Chancellor Perman then facilitated a discussion on anticipated student activism, an annual topic on the CUSP agenda as the fall semester approaches. Senior Vice Chancellor for Academic and Student Affairs Wrynn, led a discussion on Title VI, along with Katherine Bainbridge, Assistant Attorney General. CUSP concluded with agenda items on audits and the Board of Regents dinners on campus. Before the CUSP meeting, we met with the Chancellor's Council, where we welcomed the new shared governance chairs of CUSF, CUSS, and USMSC. The body also heard a Research Update from Vice Chancellor for Research and Economic Development Masucci.

CUSP met in person again on September 8, 2025. At this meeting, the council heard from University of Maryland, College Park Chief of Police Mitchell, who provided a safety and security update. The presidents received another budget update from Senior Vice Chancellor for Administration and Finance Herbst. The meeting concluded with Vice Chancellor for Legislative Affairs Lawrence discussing a briefing of the House Appropriation Committee on September 22.

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs

USMSC
University System of Maryland
Student Council

USM Office
3300 Metzerott Rd,
Adelphi, MD 20783

USM Student Council Report to the USM Board of Regents (September 2025)

Good morning Chair Gooden, Regents, Chancellor Perman, University Presidents, and all assembled. My name is Jefferson Vasquez-Reyes, and I have the absolute pleasure of serving as the President of the USM Student Council for the 2025-2026 term. I am currently a student at the University of Maryland, College Park, majoring in Psychology on the pre-med track. I am excited to represent our more than 170,000+ students and strengthen our connection this year through shared governance.

The USM Student Council started off strong by debuting the inaugural, now annual, "USMSC Launch!" event at Towson University on September 9th. Once again, we are very grateful for President Mark Ginsberg and his team's hospitality and attendance. More than 50 student leaders from across the USM attended the event and participated in a robust program that included a special Q&A and discussion section with Chancellor Perman & Chair Gooden. Let me just say that our student leaders left energized and with a renewed focus. Many reached out later, expressing interest in supporting the USM Office and our council!

This year, we have an incredible Executive Board & Board of Directors team joining us:

Executive Board
Princess Nyamali (USG)
Harshal Chauhan (UMBC)

Co-Directors of Government Relations
Qamryn Askew (UMBC)
Jaden Farris (UMBC)

Co-Directors of Student Affairs
Srimahi Ghorkavi (UMCP)
Maahe Kunvar (UMCP)

Co-Directors of Diversity, Equity, & Inclusion
Kevin Lopez-Cruz (Bowie)
Sarah Otwey (UMCP)

Director of Communications & Marketing
Eric Amaya (UMCP)

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs

USMSC
University System of Maryland
Student Council

USM Office
3300 Metzerott Rd,
Adelphi, MD 20783

USM Student Council Report to the USM Board of Regents (September 2025)

As a council, we have agreed to emphasize and bring the student voice to this meeting. We are navigating polarizing times, but we want to support your efforts and the incredible work you are doing. Our Gov Relations team has prioritized the USM's budget as their priority for advocacy, while our Student Affairs Directors are interested in creating advocacy/leadership training for our students, and our DEI directors are looking to facilitate meaningful discussions system-wide with students. We look forward to bringing the voices of many to your table—those who work full-time and attend school part-time, maintain a family at home, live abroad pursuing an education as an international student, and more—because it is important that these voices and perspectives are heard here so well-calculated decisions can be made.

Regents, Presidents, System Office staff, please know that the work you do is valued and very important. On behalf of the council, we thank you for your hard work and efforts that create opportunities for our students. I look forward to sharing more with you as our work gets underway in earnest over the next several weeks.

Thank you!

In service,

Jefferson Vasquez-Reyes

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 19, 2025

SUMMARY: The Board will take action to approve meeting minutes from the June 13, 2025 public and closed sessions, July 17, 2025, special meeting public and closed sessions, and August 19, 2025, special meeting public and closed sessions.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:

SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 410-576-5734

BOARD OF REGENTS
University System of Maryland at Hagerstown
June 13, 2025

AGENDA FOR PUBLIC SESSION **8:00 A.M.**

Call to Order Chair Gooden

Chair Linda Gooden called the public meeting of the University System of Maryland Board of Regents to order at 8:01 a.m. on Friday, June 13, 2025, at the University System of Maryland at Hagerstown. Those in attendance were: Chair Gooden; Regents Breslin, Coker, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Neuberger, Smarick, and Wood; Chancellor Perman; Presidents Anderson, Breaux, Fowler, Ginsberg, Jarrell, Jenkins, Lepre, Miralles-Wilhelm, Pines, Schmoke, and Sheares-Ashby; and Chief of Staff Delia; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Sandler, Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill.

Chair Gooden started the meeting by thanking USMH Executive Director Ashby for hosting the Board of Regents meeting. She then acknowledged the recipients of the Board of Regents Student Awards. Twelve students were recognized across four categories: Academics, Scholarship, and Research; Innovation and Creative Activity; Leadership and Advocacy; and Outreach and Engagement. Chair Gooden previewed that later in the meeting the Board will say farewell to Regents who are cycling off and welcomed the new Regents joining in July 2025. She noted the financial challenges that will be discussed later in the meeting and concluded with highlights on the USM's recent successes in enrollment and research.

Public Comment: Chair Gooden opened the period for public comment. Three public comments were made from Patrick Moran, President of AFSCME Council 3, who spoke on federal and state budget challenges impacting personnel actions; University of Maryland College Park Associate Professor Katherine Wasden, from AAUP who spoke on shared governance; and University of Maryland Baltimore Professor Tom Abrams, also a member of CUSF, who spoke on resources for research.

Welcome from the University System of Maryland at Hagerstown: Executive Director Jacob Ashby welcomed everyone to USMH. Dr. Ashby invited two members of the Hagerstown Center to speak. Abby Sprecher, a recent graduate from Frostburg who completed her study at USMH, shared her experience at USMH and how the Center's location led to her postgraduate success. Dr. Ashby then introduced Professor Ellen Anderson, a Salisbury University Social Work faculty member who teaches at USMH. She discussed how the center's social work program serves both students, faculty, and the community in unique ways. Dr. Ashby concluded with an overview of the USMH's success.

Educational Forum: Educational Forum: Tackling Complexity: USM Research at the Intersection of Science and Society. Dr. Michele Masucci introduced the faculty presenters, who shared their research and the impact it has had on their disciplines and the state. The group represented a wide variety of institutions and specialties across the USM. The Board heard from Dr. Stuart Martin, Professor of Pharmacology and Physiology and Deputy Director of the Marlene and Stewart Greenebaum Comprehensive Cancer Center (UMGCCC) at UMB; Dr. Xin Yhang, Professor UMCES, and Director of NICCEE; Dr. Vandana Janeja, Professor of Information Systems and Associate Dean for Research in the College of Engineering and Information Technology at UMBC; and Dr. Nilanjan Banerjee, Professor of Computer Science and Electrical Engineering, UMBC. Vice Chancellor Masucci continued the education forum by offering some final thoughts on the impact recent budget challenges have on the USM research enterprise. Vice Chancellor Masucci concluded by taking questions from the Board.

Chancellor's Report: Chancellor Perman presented his report. He began today by highlighting USM leadership transitions, starting by expressing his gratitude to Regents Breslin, Neuberger, Parker, and Pope for their distinguished service. He also said farewell to Leonard Raley, USM Foundation President and CEO and Vice Chancellor for Advancement, whose 20 years of transformative leadership has left the foundation strong. Chancellor Perman also noted the retirement of USMSM regional higher education center Executive Director Eileen Abel and thanked her for her vision and passion. Chancellor Perman recognized that this was the last meeting for the three shared governance council chairs: Dr. Heather Haverback (CUSF), Dr. Kalia Patricio (CUSS), and Vainavi Gambhir (USMSC). He thanked them for their dedication to shared governance and to the System, noting that they are examples of what can be achieved when working well together. Chancellor Perman highlighted many points of university excellence seen recently across the USM and also spoke about how the USM is rising broadly. Finally, Chancellor Perman addressed recent budget challenges facing the System as a result of federal and state actions and shared a message that was sent to all USM faculty and staff on this topic. A written copy of the Chancellor's Report to the Board is available at [LINK].

1. Report of Councils

Council of University System Faculty: Dr. Haverback presented the CUSF report. At the last meeting faculty and students were in the midst of the semester, and now they have successfully ended the school year and celebrated graduation. The CUSF General Body Meeting was held on May 9, 2025, and the CUSF Executive Committee met on April 30. 2025. She introduced the new CUSF officers, recognized the Chancellor and USM staff who came to CUSF to provide updated. She provided an update on the shared governance survey and a resolution on Bowie State University. Dr. Haverback highlighted a few of the initiatives across CUSF committees and these initiatives include revision of the policy on workplace bullying, the launch of an AI podcast, and resolutions on improving the research infrastructure.

Council of University System Staff: Dr. Kalia Patricio presented the report. The 2024-2025 academic year has concluded, and while challenging, there were bright spots from several

of our campuses hitting significant milestones. Dr. Patricio discussed CUSS's progress this year, especially their efforts to update USM leave policies, improve the Board of Regents Awards process for non-exempt staff, and update the CUSS constitution. The 2025-2026 CUSS cycle will begin in August. They will elect the Chair, Vice Chair, and Secretary positions at the June meeting next week and in the August/September meetings they will elect the members at large.

Council of University System Presidents: President Breaux presented the report. Since the last Board of Regents meeting in April, CUSP met on May 12, 2025, and June 3, 2025, via Zoom. First, on March 12, 2025, the presidents received an update from the Administration and Finance division in the University System of Maryland Office (USMO) on revised HR policies on leave for Transitional Terminal Leave, Sick and Safe Leave for Faculty, and Annual Leave for Faculty. Lastly, CUSP discussed recent and ongoing changes that have come through the Federal executive branch. CUSP met virtually again on June 3, 2025. At this meeting, the council heard from Senior Vice Chancellor for Administration and Finance, Ellen Herbst, who provided a comprehensive financial plan summary update. The council also met with Katherine Bainbridge, Assistant Attorney General, who spoke about recent immigration matters as they relate to international students.

University System of Maryland Student Council: Ms. Gambhir presented the USMSC report. USMSC started the month of May with USMSC elections. Ms. Gambhir shared the 2025-26 executive team. Ms. Gambhir spoke about how on May 18th, twelve student awardees were celebrated for the Board of Regents Student Excellence Scholarship. She reflected on two years of leadership as Chair and discussed steps forward, such as the BOR Student Excellence Scholarships, Student Speaker Forum, USMSC newsletter system, and strengthened engagement.

2. **Consent Agenda** Chair Gooden

The Consent Agenda was presented to the Regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any item. (Moved by Regent Gooden; seconded by Regent Pope; unanimously approved). The items included were:

a. Committee of the Whole
    i. Approval of meeting minutes from April 11, 2025, Public and Closed Sessions and Special Meeting minutes from May 12 and May 19, 2025 Public and Closed Sessions (action)
    ii. Request for Temporary Exemption from a Clause in Policy on Undergraduate Admissions (action)
    iii. 2025 Institutional Plans for Programs of Cultural Diversity (action)
b. Committee on Advancement
    i. Approval of meeting minutes from May 8, 2025, public and closed sessions (action)
c. Committee on Education Policy & Student Life and Safety
    i. Minutes from May 15, 2025 Public Session (action)

ii. Academic Program Proposals (action)
    1. Bowie State University: B.A. in Dance
    2. Bowie State University: B.S. in Artificial Intelligence
    3. Frostburg State University: Bachelor of Music
    4. Salisbury University: B.S. in Biochemistry and Molecular Biology
    5. University of Maryland, College Park: M.S. in Information
    6. University of Maryland, College Park: M.S. in Artificial Intelligence
    7. University of Maryland, College Park: B.A. in Global Culture and Thought
    8. University of Maryland, College Park: B.A. in Global and Foreign Policy
    9. University of Maryland, College Park: B.A. in Public Service Interpreting and Translation
    10. University of Maryland Eastern Shore: B.S. in Mathematics
    11. University of Maryland Eastern Shore: B.S. in Private Club and Resort Management
    12. University of Maryland Global Campus: M.S. in Applied A.I.
iii. Policy Review (action)
    1. III-6.10: Policy for the Numbering of Academic Courses
    2. III-5.00: Policy on Academic Calendar

d. Committee on Finance
i. Approval of meeting minutes from May 12, 2025, Public and Closed Sessions (action)
ii. Approval of meeting minutes from June 4, 2025, Public and Closed Sessions (action)
iii. University System of Maryland: Fiscal Year 2026 Schedule of Tuition and Mandatory Fees (action)
iv. University System of Maryland: FY 2026 Self-Support Charges and Fees (action)
v. University System of Maryland: FY 2026 Operating Budget (action)
vi. FY 2026 System Funded Construction Program Request (action)
vii. University System of Maryland: Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
viii. University System of Maryland: Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects (action)
ix. Policy Review (action)
    1. Proposed Amendments to Policy VIII-12.00—Policy on Debt Management
    2. Proposed Policy VIII-23.00—Policy on Tuition Remission as Other Financial Assistance
    3. Proposed Policy VIII-22.00—Policy on Refunds to Students who Withdraw from all Courses or the Institution for Extenuating Circumstances
    4. Proposed Amendments to Policy VIII-2.70— Policy on Student Classification for Admission and Tuition Purposes

5. Proposed Amendments to Policy II-2.10—Policy on Transitional Terminal Leave for Faculty
6. Proposed Amendments to USM Policy II-2.30—Policy on Sick and Safe Leave for Faculty and Policy II-2.40—Annual Leave for Faculty
7. Proposed Amendments to the Policy on Disaster Service Leave and Establishment of New Policies on Parental Bereavement Leave and Organ Donation Leave

x. University of Maryland, College Park: Modification to Student Health Insurance Contract (action)
xi. University of Maryland Global Campus: Reintegration of Ventures and AccelerEd (information)
xii. University of Maryland Global Campus: Information Technology Contract Extension (action)
xiii. Approval of FY 2026 Annual Contract between the University System of Maryland on behalf of University of Maryland, Baltimore and the University of Maryland Medical System Corporation (action)
xiv. Financial Condition and Financial Results of Intercollegiate Athletics Programs (information)

e. Committee on Governance & Compensation
   i. Approval of Meeting Minutes from March 24, 2025 Public and Closed Sessions (action)
f. Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare
   i. Approval of meeting minutes from May 29, 2025, Public Session (action)
   ii. Mid-year Athletic Director Updates – Rotating – TU, UMES, FSU (information)
   iii. Title IX Intercollegiate Athletics Status (information)
   iv. Summary of Student-Athlete Admissions, Graduation, and Academic Progress (information)
g. Committee on Research and Economic Development
   i. Approval of meeting minutes from March 20, 2025, Public Session (action)
   ii. Approval of meeting minutes from May 6, 2025, Public Session (action)

3. Committee Reports

a. Committee on Finance — Regent Gonella
   i. University System of Maryland: FY 2026 Operating Budget and Outlook (action)

   Regent Gonella introduced the report. Senior Vice Chancellor Ellen Herbst presented the FY 2026 Operating Budget and Outlook
   (Moved by Regent Gonella; seconded by Regent Smarick; unanimously approved).

   ii. University System of Maryland: FY 2026 Schedule of Tuition and Mandatory Fees (action)

Regent Gonella introduced the report. Senior Vice Chancellor Ellen Herbst presented the FY 2026 Schedule of Tuition and Mandatory Fees
(Moved by Regent Gonella; seconded by Regent Pope; unanimously approved).

iii. University System of Maryland: FY 2026 Self-Support Charges and Fees (action)

Regent Gonella introduced the report. Senior Vice Chancellor Ellen Herbst presented the FY 2026 Self-Support Charges and Fees
(Moved by Regent Gonella; seconded by Regent Pope; unanimously approved).

b. Committee of the Whole

i. Update on Civic Education Data Strategy Workgroup (information) — SVC Wrynn

Senior Vice Chancellor Wrynn introduced the report and updated the Board on the workgroup's progress and took questions from the Board.

ii. Proposed Board of Regents meeting schedule AY 2027- 2028 (action) — Chair Gooden

Chair Gooden proposed meeting dates for the 27-28 session.
(Moved by Chair Gooden; seconded by Regent Pope; unanimously approved).

iii. Resolutions of Appreciation (action) — Chair Gooden

Chair Gooden introduced nine resolutions of appreciation recognizing Regent Anderson, Regent Breslin, Regent Neuberger, Regent Parker, Regent Pope, Vice Chancellor Raley, and Board Advisory Council Chairs Gambhir, Haverback, & Patricio.
Chair Gooden remarked on each individual's service and impact on the Board of Regents and the University System of Maryland.
(Moved by Chair Gooden; seconded by Regent Hur; unanimously approved).

4. **Reconvene to Closed Session (action)** — Chair Gooden

Reconvene to Closed Session Reconvene to Closed Session. Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Wood, seconded by Regent Pope; unanimously approved.)

Meeting adjourned at 11:39 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
University System of Maryland at Hagerstown
June 13, 2025

Closed Minutes

Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 12:01 p.m. on Friday, June 13, 2025, at the University System of Maryland at Hagerstown. Those in attendance for all or part of the meeting included: Chair Gooden; Regents Breslin, Coker, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Neuberger, and Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Sandler, and Raley; Ms. Mulqueen, Ms. Wilkerson, and AAGs Bainbridge and Langrill; and Presidents Miralles-Wilhelm and President Jarrell.

Call to Order.

1. **Consent Agenda (action)**
   Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda which included the items below. (moved by Chair Gooden; seconded by Regent Pope; unanimously approved)

    a. Committee on Advancement
        i. Naming request from the University of Maryland, College Park (action)
            1. H. Kent Baker Center for Behavioral Finance at the Robert H. Smith School of Business
        ii. Naming request from Frostburg State University (action)
            1. FSU's softball playing surface the Greg and Sonja Hughes Field
    b. Committee on Finance
        i. FY 2027 Capital Budget Request; and FY 2027-2031 Five-Year Capital Improvement Program (action)
        ii. University of Maryland, Eastern Shore: Real Property Acquisition of 30488 Broad Street (action)
        iii. Bowie State University: Award of Dining Services Contract (action)
        iv. University of Maryland College Park on behalf of the University System of Maryland: Contract Award for Compensation Consulting Services (action)
    c. Committee on Governance & Compensation
        i. Collective Bargaining Update (information)
        ii. MOUs with MCEA (information)

1. University of Maryland Center for Environmental Science Negotiation Briefing re MOU with MCEA
2. Salisbury University Ratification of MOU with MCEA

iii. Review of Certain Contracts and Employment Agreements (information)
1. John Tillman-UMCP-Men's Lacrosse Head Coach
2. Pep Hamilton-UMCP-Football Offensive Coordinator/Asst Coach

d. Committee of the Whole
i. Board Committee Assessment – Committee on Intercollegiate Athletics and Student-Athletic Health and Welfare (action)
ii. Review of Certain Contracts and Employment Agreements (information)
1. James Smith-UMCP-Director of Athletics (amended)

2. **Meeting with the Presidents (information)**
As part of their performance reviews, the Board met individually with President Miralles-Wilhelm and President Jarrell (§3-305(b)(1)).

3. **Review of a Personnel Matter at a USM Institution (action)**
Regent Lewis reviewed a personnel appeal by a USM faculty member and shared the recommendation of the Board of Regent's committee established to review the appeal. The Board voted in favor of the recommendation of the committee's recommendation. (Moved by Regent Lewis; seconded by Chair Gooden; approved unanimously.) (§3-305(b)(1))

4. **Annual Performance Reviews and Compensation**
a. Annual Performance Review of USM Presidents (information)
b. FY 26 Presidential Compensation (information)
c. Annual Review Summary of Chancellor's Senior Staff
d. (information)
e. Annual Review and FY 26 Compensation of USM Chancellor (action)

The Board discussed the annual performance reviews and compensation of USM presidents, the Chancellor's assessment of USMO senior staff, and the Chancellor's performance review and compensation. The Board voted on a revised appointment letter for the Chancellor (Moved by Regent Pope; Seconded by Regent Parker; approved unanimously).(§3-305(b)(1)).

5. **Consult with Legal Counsel on Recent Federal Actions.** The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))

The meeting adjourned at 3:02 p.m.

BOARD OF REGENTS
Special Meeting - Zoom
July 17, 2025

AGENDA FOR PUBLIC SESSION **12:00 P.M.**

Call to Order Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 12:01 p.m. on Thursday, July 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, , Fish, Gourdine, Hasan, Hur, , Lewis, McMillen, Mirani, Rivera-Forbes, , Speaks, , and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Horrigan (Interim), Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge and Langrill.

1. **Reconvene to Closed Session (action)** Chair Gooden

.Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Fish, seconded by Regent Lewis; unanimously approved.)

Meeting adjourned at 12:02 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Special Meeting - Zoom
July 17, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session of the special meeting of the University System of Maryland Board of Regents to order at 12:03 p.m. on Thursday, July 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gourdine, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Sibel, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Horrigan (Interim), Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge and Langrill.

1. **USM Staff Awards**
   The Board voted to approve the recipients of the 2024-2025 USM Staff Awards. (§3-305(b)(1) and (2)). **(Moved by Chair Gooden, seconded by Regent McMillen; unanimously approved.)**

2. **Consult with Legal Counsel on Recent Federal Actions**
   The Board discussed with AAGs Bainbridge and Langrill and sought legal counsel on the implications of recent federal actions. (§3-305(b)(7) and (8)).

The meeting adjourned at 12:57 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Special Meeting - Zoom
August 19, 2025

AGENDA FOR PUBLIC SESSION **4:30 P.M.**

Call to Order Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 4:32 p.m. on Tuesday, August 19, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, , Coker, Fish, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, , Sibel, Smarick, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Horrigan (Interim), Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson, and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, and Langrill.

1. **Reconvene to Closed Session (action)** Chair Gooden

Chair Gooden read the "convene to close" statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under 3-305(b) and 3-103(a)(1)(i). (Moved by Regent Fish, seconded by Regent Wood; unanimously approved.)

Meeting adjourned at 4:34 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
Special Meeting - Zoom
August 19, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session of the special meeting of the University System of Maryland Board of Regents to order at 4:34 p.m. on Tuesday, August 19, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gonella, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Rivera Forbes, Sibel, Smarick, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Horrigan (Interim), Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, and Langrill; and President Pines, Vice President Rosello, Vice President Oler, Athletic Director Smith, and Mr. Reinke,

1. **Approval of FSU President Search Committee (action)** The Board voted to approve the Frostburg State University Presidential Search and Screening Committee membership. (§3-103(a)(1)(i)). (Moved by Chair Gooden, seconded by Regent McMillen; unanimously approved.)

2. **2025-2026 BOR Committee Assignments & Schedule (information)** The Board reviewed the committee assignments and schedule for the 2025-2026 Academic Year. (§3-103(a)(1)(i)).

3. **UMCP ICA update – Counsel Advice (information)** The Board consulted with legal counsel regarding ongoing litigation and its potential impacts on the university, the University System of Maryland, and its students. (§3-305(b)(7) and (8)).

4. **Budget Update (information)** The Board discussed the development of the proposed FY 27 budget. (§3-305(b)(13)).

5. **Consult with Legal Counsel on Recent Federal Actions (information)** The Board discussed with AAGs Bainbridge and Langrill and sought legal counsel on the implications of recent federal actions. (§3-305(b)(7) and (8)).

The meeting adjourned at 5:43 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON ADVANCEMENT
September 3, 2025
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Gonella called the meeting of the Advancement Committee of the University System of Maryland Board of Regents to order in public session at 10:00 am, via Zoom.

Regents participating in the session included: Mr. Gonella, Ms. Gooden, Ms. Lewis, Mr. McMillen, Mr. Sibel, and Ms. Speaks; Chancellor Perman; Vice Chancellors Herbst, Wrynn, Masucci, Sandler, Lawrence, Mosca, and interim Vice Chancellor Horrigan; Ms. Wilkerson, Assistant Attorney General's Langrill and Boyle, President Jenkins, Mr. Humbert, Mr. DeFilippis, Mr. Harris, and Ms. Hossick.

1. **Convene to Closed Session (action)**

Regent Gonella read the closing statement on matters exempted from the Open Meetings Act under the General Provisions Article, §3-305(b).

> "The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents, and it is posted on the USM's website."

(Regent Gonella moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The public meeting was adjourned at 10:06 am.

Respectfully submitted,

Geoff J. Gonella
Chair, Committee on Advancement

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON ADVANCEMENT
September 3, 2025
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Gonella called the meeting of the Advancement Committee of the University System of Maryland Board of Regents to order in closed session at 10:07 am, via Zoom.

Regents participating in the session included: Mr. Gonella, Ms. Gooden, Ms. Lewis, Mr. McMillen, Mr. Sibel, and Ms. Speaks; Chancellor Perman; Vice Chancellors Herbst, Wrynn, Masucci, Sandler, Lawrence, Mosca, and interim Vice Chancellor Horrigan; Ms. Wilkerson, Assistant Attorney General's Langrill and Boyle, President Jenkins, Mr. Humbert, Mr. DeFilippis, Mr. Harris, and Ms. Hossick.

1. Naming request from Towson University (action)

   Regent Gonella introduced the item to name a Center for Civic Engagement and Civil Discourse building. Towson University wishes to establish the Center to encourage substantively rigorous discussions related to democracy and civic responsibility. The creation of the Center will recognize two individuals' impactful contributions locally and nationally.

   Regent Gonella moved recommendation, seconded by Regent Lewis; approved)

   Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

2. Naming requests from Coppin State University (action)

   Regent Gonella introduced the item to name four buildings: the Health and Human Services Building, the Physical Education Complex, the Science and Technology Center, and the Tennis Complex after four prominent individuals who had a tremendous impact related to medical research, CSU's growth and recognition, groundbreaking work in space exploration, and a dominant force in American tennis. These requests originate from CSU's "Identity Campaign," in December 2024, which engaged students, faculty, staff, alumni, and friends in naming the four campus facilities. Participants were encouraged to propose names for each building and provide rationale to support the nominations.

Regent Gonella moved recommendation, seconded by Regent Gooden; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

3. Naming request from The University of Maryland (action)

Regent Gonella introduced the item to rename a Hall in perpetuity.

This change will honor two individuals who were dedicated alumni of Maryland, members of the Board of Regents, and leading politicians representing Maryland.

Regent Gonella moved recommendation, seconded by Regent Speaks; approved)

Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

The session was adjourned at 10:35 a.m.

Respectfully submitted,

Geoff J. Gonella
Chair, Committee on Advancement

TOPIC: Approval of Public and Closed Meeting Minutes (action)

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: June 5, 2025

SUMMARY: The members of the Board of Regents will review the Committee on Audit's meeting minutes.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION:

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: David Mosca (443) 367 - 0035	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Audit
June 5, 2025
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Pope called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 10:00 a.m. This meeting was conducted via videoconference on June 5, 2025.

Regents in attendance included: Mr. Pope (Chair), Ms. Gooden, Mr. Hasan, Mr. Hur, Ms. Lewis, Mr. McMillen, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Mr. Hayes (phone – open session only), Ms. Herbst, Dr. Masucci, Mr. Mosca, Ms. Wilkerson and Dr. Wrynn; Office of the Attorney General - Ms. Langrill, Ms. Bainbridge; UMGC Staff – Mr. Lockett, Mr. Sergi; CliftonLarsonAllen LLP (USM's Independent Auditor – Prior Year) – Ms. Bowman; SB and Co, LLC (USM's Independent Auditor – Current Year) – Ms. Booker, Mr. Lee, Mr. Mackall, Mr. Smith.

1. **Office of Legislative Audit Activity Published Audit Reports (information)**

   USM's Vice Chancellor for Accountability presented an update on audits presently conducted at USM institutions by the Office of Legislative Audit. One report has been issued since the last meeting.

2. **FY 2025 Audit Committee Objectives (information)**

   USM's Vice Chancellor for Accountability presented the Audit Committee's Annual Work Plan FY 2025 and its completion status.

3. **Update of HP Rawlings Examination (information)**

   USM's Prior Independent Auditor provided a summary of the independent audit and agreed upon procedures.

4. **SB & Co, LLC – FYE 6/30/2025 Independent Audit Scope (information)**

   USM's Independent Auditor provided a summary of SB & Co. LLC's audit approach for the FY25 Independent Audit.

5. **Update of the USM Enterprise Risk Management (information)**

USM's Associate Vice Chancellor for Information Technology/CIO presented an update of USM institutions' enterprise risk management activities.

6. Recommended Modification of USM IT Security Standards – Version 5.1 (action)

USM's Chief Information Security Officer/Chief Privacy Officer presented for approval the updated USM IT Security Standards – Version 5.1. [Mr. Pope made a motion to approve the change, seconded by Ms. Gooden, unanimously approved.]

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

7. Review of Presidents, Chancellor, and Board of Regents CY 2024 Annual Financial Disclosure Compliance (information)

USM's Vice Chancellor for Accountability shared the results of its review of the calendar year 2024 financial disclosure statements from the University Presidents, the Chancellor, and the Board of Regents. The review was performed in accordance with Maryland Education Code, the Board of Regents Bylaws, and the Audit Committee's Charter.

8. Follow up of Action Items from Previous Meetings (information)

USM's Vice Chancellor for Accountability presented a status update of action items from prior audit committee meetings.

9. Convene to Closed Session (action)

Regent Pope read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b).
(Regent Pope moved recommendation, seconded by Regent Wood; approved)

Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

The public meeting was adjourned at 11.08 a.m.

Respectfully submitted,

Dave Mosca
Chair, Committee on Audit

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Audit
June 5, 2025
Meeting via Video and Conference Call

DRAFT

Minutes of the Closed Session

Regent Pope called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 11:08 a.m. This meeting was conducted via videoconference on June 5, 2025.

Regents in attendance included: Mr. Pope (Chair), Ms. Gooden, Mr. Hasan, Mr. Hur, Ms. Lewis, Mr. McMillen, and Mr. Wood. Also present were: USM Staff – Chancellor Perman, Mr. Acton, Mr. Brown, Mr. Cather, Ms. Clark, Ms. Denson, Mr. Eismeier, Ms. Herbst, Dr. Masucci, Mr. Mosca, Ms. Wilkerson and Dr. Wrynn; Office of the Attorney General - Ms. Langrill, Ms. BainbridgeCliftonLarsonAllen LLP (USM's Independent Auditor – Prior Year) – Ms. Bowman; SB and Co, LLC (USM's Independent Auditor – Current Year) – Ms. Booker, Mr. Lee, Mr. Mackall, Mr. Smith.

1. **Chief of the Higher Education Division of OAG provided an update of USM Legal Matters from OAG. (§3-305(b)(12)). (information)**

2. **USM's Associate Vice Chancellor for Information Technology/CIO provided an update of USM's Cyber Security Environment. (§3-305(b)(10)). (information)**

3. **USM's Vice Chancellor for Accountability provided an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)). (information)**

4. **USM's Vice Chancellor for Accountability provided an update of the Office of Internal Audit's Audit Plan of Activity for Calendar Year 2025. (§3-103(a)(1)(i)). (information)**

5. **USM's Vice Chancellor for Accountability discussed reported allegations received by the Office of Internal Audit. (§3-305(b)(12)). (information)**

6. **The Committee members met separately with the Independent Auditors and the Vice Chancellor for Accountability. (§3-103(a)(1)(i)).**

The closed meeting was adjourned at 11.55 a.m.

TOPIC: Proposed Modifications to USM IT Security Standards (action) o

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: June 5, 2025

SUMMARY: The members of the XXX Committee will review and discuss …

During the 2020 Maryland legislative session, SB588/HB1122 passed. These bills place particular security and privacy requirements on all Maryland public higher education institutions, including the USM. In particular, the bills require the following changes:

1.Appendix A – Change to the definition of Personally Identifiable Information and ConfidentialInformation.

2.New Section XI – Creation of a new section on unauthorized access to confidential information.

3.New Line 2.18 – A requirement that the security programs be assessed annually by a third-party assessor.

4.New Line 9.3 – A new requirement that all third-party contracts include a requirement that contractorsmaintain appropriate security controls commensurate with risk.
The attached draft of 5.1 also includes clerical changes for spelling, updating of names, and clarity. All of thespecific changes between version 5.0 and version 5.1

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION:

For action items: That the XXX Committee recommend that the Board of Regents approve XXX.
For information items: N/A.

1DODD_RQ4NWJ-7D457FD6AE3F4BA9BC48F93F3C378A49

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Committee Staff Name (301) ###-####	

USM IT SECURITY STANDARDS

Version 5.1

Revised December, 2024

USM IT SECURITY
LEADERSHIP:

Lori Bennett, FSU
Christopher Breeden, UB
Mark Cather, USM
Duke Darrigo, SU
Kurt Florez, UMCES
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I. Introduction

The Board of Regents' Information Technology Policy, in compliance with Section 12-112 of the Education article of the Maryland Code, requires that the University System of Maryland (USM) adopt information technology policies and standards that are functionally compatible with state information technology policies and standards. The Regents' policy was approved in August 2001 and is available at: http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionX/X100.html

This document addresses security standards established by the state Department of Information Technology (DoIT) for state agencies and interprets those standards in the context of the USM institutions. The state standards are described in the document entitled *Information Security Policy*, which is available on the DoIT website at: http://doit.maryland.gov/policies/Pages/default.aspx

Originally published as a set of guidelines, this document was formally adopted as USM Standards by the Board of Regents on June 27, 2014.

Throughout this document, standards are presented in normal text while commentary and suggestions are presented in italics.

There are a number of references in these standards to NIST Special Publications 800 series documents. These documents are computer security guidelines, recommendations, and reference materials published by the National Institute of Standards and Technology. These documents can be found at https://csrc.nist.gov/publications/sp.

II. IT Security Program Standard

2.1 Institutions must implement a Security Policy and an associated Security Program. The Security Program must be documented and monitored. The CIO or designee must approve institutional security policies. Institutions must periodically assess IT security controls for effectiveness, develop and implement plans for corrective action, and monitor the effectiveness of information security controls on an ongoing basis.

2.2 Procedures required by the USM IT Security Standards must be documented.

2.3 Institutions must have a formal process for the periodic assessment of risk to operations, assets, individuals and reputation, resulting from the operation of information systems and the associated processing, storage, or transmission of confidential information. Once developed, the institutional risk assessment must be reviewed annually for changes in the risk environment; and at least every four years, the institutional risk assessment must be fully updated and revised. The institutional risk assessment process must include identification of systems that process and/or store confidential information, as defined in "Appendix A: Information Classification", and other high-risk systems. Institutional risk assessment processes will be based on the application of the framework in NIST SP 800-37, Risk Management Framework for Information Systems and Organizations. The institutional risk assessment must include a list of systems and other services defined as "high-risk" by the institution.

Managing information security risk, like risk management in general, is not an exact science. It brings together the best collective judgment of individuals and groups within organizations responsible for strategic planning, oversight, management, and day-to-day operations. Institutions need to recognize that explicit, well-informed risk based decisions are necessary in order to balance the benefits gained from the operation and use of these information systems with the risk of the same systems being vehicles through which purposeful attacks, environmental disruptions, or human errors cause mission or business failure.

2.4 Institutions will perform an institutional risk assessment and reasonably address the risks posed by confidential information on personal or contractor-owned devices and services.

2.5 Institutions must have documented Change Management procedures in place. Changes with material impact on the security of high-risk IT assets (e.g., firewall rules changes, granting of administrative rights, etc…) must be tracked, reviewed, and approved by a person who does not have a conflict of interest in the approval.

2.6 Institutions must develop and promulgate a Data Classification Policy. The policy must define classes of data that the institution considers to be a risk and the classes of data that the institution does not consider to be a risk. This policy must specify the data that can only be accessed by university-managed devices.

2.7 Institutions must have documented systems (hardware, software, network, or a combination) development lifecycle (SDLC) plans, including the phases of initiation, acquisition/development, baseline configurations and inventories implementation, operations/maintenance, and sunset/disposal. Each phase of the SDLC plan must consider the risks posed by the data and operation of the system and include steps to address any risks in an appropriate manner. This standard applies to high-risk systems as defined by the institution.

The process of developing/acquiring, implementing, operating, and retiring systems (hardware, software, network, or a combination) is known as a System Development Life Cycle (SDLC). See NIST Special Publication 800-160 Volume 1 for helpful guidance.

2.8 Institutions must conduct quarterly vulnerability scans against institutionally-managed high-risk servers and network devices (whether on-premise or in the cloud, consistent with the institutional risk program), and those results must be submitted to USM Internal Audit.

2.9 Institutions must provide security awareness training that covers essential university system and institution-specific security policies and security procedures. All training activities must be documented. At a minimum, the documentation must include the name of the community member, date of training, and information about the training material delivered.

A security awareness program is an essential element of a Security Program. An awareness program should be tailored to address risks identified for an institution's environment.

2.10 Institutions must create an Incident Response Plan based on the "USM IT Incident Response Plan" Template. Incidents involving the compromise of personal information (as defined under State Government Article 10-301, see Section III) or confidential information (as defined in Appendix A of these standards) must be reported to security@usmd.edu.

The USM IT Incident Response Plan Template can be downloaded from: https://itsecurity.usmd.edu

2.11 Institutions must report annually to the senior leadership of the institution on the risk posed to the institution by information technology, cybersecurity, and privacy to the institution. This report must be on record at the institution and must be available upon request from the USM.

2.12 USM institutions must develop acceptable use policies that address the responsible use of institutional computing resources, including electronic mail, network services, electronic documents, information, software, and other resources.

2.13 Each USM institution shall have personnel designated for providing official notices of IT incidents and advisories to the institutional user community. Only these personnel will send such messages.

2.14 Institutions must comply with the Digital Millennium Copyright Act and designate a single point of contact for inquiries about copyright violations.

2.15 Institutions must establish a policy and implement measures to protect Confidential Information from disclosure in conformance with applicable State of Maryland and federal laws. These include having an institutional acceptable use policy, not using confidential information as identifiers, and having an institutional confidentiality/non-disclosure policy or requiring non-disclosure agreements prior to granting employees access to confidential data.

(Note that there is value in reducing the footprint of confidential information in the institution's environment to the extent that this is possible.)

2.16 USM institutions must utilize encryption for Confidential Information and Protected Health Information while the data are in transit or at rest on any media (including portable devices, flash storage, optical media, and magnetic media) or apply compensating controls that are equally secure, depending on the capabilities of the technology in use. When institutions utilize encryption, techniques such as whole disk encryption, file encryption, database encryption, and network-based encryption must be chosen as appropriate to address the risks posed to the institution by the information on the system. Any encryption utilized by an institution must be implemented in a manner which prevents loss of data and ensures continued appropriate access to information and systems. Where applicable and necessary for the institutional risk management program, encryption must be used with 3rd party IT solutions to protect Confidential Information.

(See NIST Special Publication 800-52 Rev.2 for guidance on encryption of data in transit, and FIPS 140-2 for guidance on encryption of data at rest).

2.17 When confidential data are shared with other institutions, the State, or federal agencies, that shared data should be managed with the security requirements determined to be the highest among the sharing institutions involved and approved by the institutional CIO or data steward (i.e. the member of the institution with responsibility for the data).

2.18 Each institution's security program must be periodically assessed by a third-party assessor with expertise in information security.

III. Auditability Standard

3.1 Commensurate with risk, institutions must maintain appropriate audit trails of events and actions related to all on premises and 3rd party IT systems and physical access controls. Audit trails and events must be regularly monitored for indications of suspicious, unusual, unlawful, unauthorized, or inappropriate activity. Signs of compromise or other high-risk events must be immediately reported to appropriate officials for prompt resolution.

Examples of significant events which should be reviewed and documented (where possible) include additions/changes to critical applications, actions performed by administrative level accounts, additions and changes to users' access control profiles, and direct modifications to critical data outside of the application. Where it is not possible to maintain such audit trails, the willingness to accept the risk of not auditing such actions should be documented.

3.2 Institutions must monitor all audit solutions to detect any audit system failures. Any failures of the audit solution must immediately be reported to appropriate officials for prompt resolution.

3.3 All on premises and 3rd party systems must have synchronized clocks so that audit records can be accurately correlated between internal and external systems.

3.4 Access to audit information (e.g. SIEM logs) must be restricted in accordance with the principle of least privilege.

3.5 Commensurate with risk, institutions must utilize SIEM and/or other logging mechanisms to maintain audit trails of events and actions where possible.

IV. Access Control Standard

The Access Control Standard applies to all systems, including those that contain confidential information.

4.1 There must be documented procedures for creating, managing, and rescinding user accounts. At a minimum, these procedures should address:

- The eligibility criteria for obtaining an account
- The processes for creating and managing accounts including the process for obtaining users' agreement regarding the acceptable use policy
- The processes for managing the retention of user account information
- All user account access to institutional information technology systems, including access for outside contractors, must be limited based on risk to the institution and the privileges needed to fulfill the institutional roles of the user
- The institution must, at least annually, audit user accounts with access to confidential data to confirm that the privileges granted to each user are appropriate.
- As an individual's relationship to the institution changes, institutions must modify or remove access to systems and information as appropriate based on established processes.

4.2 Institutions must implement authentication and authorization processes that uniquely identify all users and appropriately control access to high-risk systems.

4.3 Prohibit group or shared IDs, unless they are documented as Functional IDs. Where possible, individual accounts should be used to provide accountability for administrative changes. Additionally, non-privileged accounts or roles need to be used when accessing non-administrative functions.

Functional IDs are user accounts associated with a group or role that may be used by multiple individuals or user accounts that are associated with production job processes.

When Functional IDs are issued, the following controls should be in place:

- Eligibility criteria for obtaining an account
- Processes for creating and managing accounts including the process for obtaining users' agreement regarding the acceptable use policy
- Processes for managing the retention of user account information

Considering the diverse computing environments at USM institutions, the following password requirements are dependent upon operational capabilities of a particular system. Systems which cannot meet the password requirements below must have a risk assessment in place accepted by the institution and should have mitigating controls in place.

NIST Special Publication 800-63-3 describes the Federal Electronic Authentication (eAuth) Guidelines. eAuth provides a methodology for creating flexible password requirements based upon operational needs and the risks that are present. The process of risk evaluation and how it applies to the selection of requirements can be found in the SP800-63-3 (or later) document.

4.4 For systems utilizing authentication, institutions must implement session locking after an institutionally defined period of inactivity and retain the session lock until access is reestablished using established authentication and authorization procedures.

4.5 Users must adhere to institutional password usage, construction, and change requirements. Systems must comply with EITHER (4.5.a or 4.5.b) AND (4.5.c) below:

a. Meet the eAuth guidelines as outlined in 800-63-3B Section 5.1.1.2 Memorized Secret Authenticators;

or

b. Meet the following alternative requirements:
   - Minimum password length: 12 characters
   - Passwords must contain a mix of alphanumeric characters. Passwords must not consist of all digits, all special characters, or all alphabetic characters
   - Automated controls must ensure that passwords are changed at least annually for general users, and at 90-day intervals for administrative-level accounts
   - User IDs associated with a password must be disabled for a period of time after not more than 6 consecutive failed login attempts. A minimum of 10 minutes is required for the reset period

c. Follow the following password management practices:
   - Password must not be the same as the user ID
   - Store and transmit only encrypted representation of passwords
   - Password must not be displayed on screens
   - Initial passwords and password resets must be issued pre-expired forcing the user to change the password upon first use
   - Password reuse must be limited by not allowing the last 10 passwords to be reused. In addition, password age must be at least 2 days
   - When a user password is reset or redistributed, the validation of the user identity must be at least as strong as when originally established
   - Expired passwords must be changed before any other system activity is allowed

4.6 Institutions must either adopt a plan to implement multi-factor authentication (MFA) that includes consideration of high-risk systems and user access privileges, or have MFA in place for such systems.

4.7 The functions of system administration, programming, processing/authorizing business transactions, and security administration must be segregated for high-risk systems. This provides for the appropriate separation of duties. If not possible, compensating controls must be established to mitigate the risk.

4.8 Third party and/or vendor access to high-risk systems must be approved and controlled by the department(s) that directly manage the system or software being accessed.

V. Network Security Standard

5.1 Networked equipment shall be configured and maintained so as to not cause network performance degradation, not cause excessive, unwarranted traffic flows, and be suitably hardened against network security threats.

5.2 Appropriate controls for remote access services (e.g., VPN, VDI, Remote Desktop) must include logging of access and encryption of critical data in-transit.

- Remote access, execution of privileged commands, and any access to confidential data must be authorized prior to allowing connection.
- Remote access must be routed through managed access control points.

5.3 Banner text approved by Legal Counsel must be displayed at all system authentication points where initial user logon occurs, when technically possible and when doing so is not detrimental to the function of the network or system.

5.4 Networks must be protected by firewalls at identified points of interface based on system sensitivity and data classification. Firewalls should be configured to block all unneeded services, prevent direct access to hosts on trusted network from untrusted networks, and maintain audit trails. Management access must be encrypted and limited to designated personnel.

5.5 All network devices (e.g., switches, routers) should have all non-needed services disabled, or have compensating controls in place. Vendor-provided administrator username (if possible) and password must be changed.

5.6 Updates and patches must be installed on all network devices in a timeframe determined based on factors such as risk, interdependence, and/or prevention. Patches deemed "critical" must be installed as soon as possible/practical, no later than quarterly. Justification for delay or non-implementation of critical patches should be documented.

5.7 Implement ingress and egress filtering at the edge of the institution's network to prevent IP spoofing.

5.8 Institutions must establish automated and manual processes for intrusion prevention and/or detection.

- Host-based or network-based, must be utilized
- There must be an escalation plan based on commonly encountered events that include immediate response capability when appropriate
- Limit access to make configuration changes to appropriate personnel as defined by the institution.
- Detection signatures must receive regular updates and remain current.
- If interrogation of encrypted network traffic is not technically feasible, compensating controls must be in place on high-risk systems.

VI. Disaster Recovery & Incident Response Standard

This standard is intended to ensure that USM Institutions have documented procedures in place and are sufficiently prepared to address incidents and unforeseen circumstances which may cause negative impact on a USM institution. The procedures should detail the appropriate response to both Security Incidents and Service Interruptions (e.g. unavailability of mission-critical systems, networks, services, or personnel).

6.1 Institutions shall develop and implement an IT Incident Response Plan and IT Disaster Recovery Plan. Institutions may maintain separate disaster recovery and incident response plans or merge them into one plan. If merged, the required concepts of both types of plans must be included in the one planning document.

6.2 IR Plan Requirements: The IT Incident Response Plan must minimally include the items in the "USM IT Incident Response Plan Template". This template can be downloaded from: https://itsecurity.usmd.edu

6.3 DR Plan Requirements: The IT Disaster Recovery Plan must, at a minimum, include the following:

- Documentation of each high-risk system including:
  - Purpose
  - Software
  - Hardware
  - Operating System
  - Application(s)
  - Data
  - Supporting network infrastructure and communications
  - The contact information for the person or group responsible for the system
- System restoration priority list
- Description of current data back-up and restoration procedures
- Description of back-up storage location(s) or services

See NIST SP 800-34 Rev.1 (Contingency Planning Guide for Federal Information Systems) for additional guidance in developing a Disaster Recovery Plan.

6.4 Institutions must update their IT Incident Response and IT Disaster Recovery Plans annually.

6.5 The institution must test the institution's IT Incident Response Plan at least annually and their disaster recovery plan at least annually. The tests must be documented. If an institution uses their incident response plan or disaster recovery plan to handle a real security or service interruption event, that event may be documented and take the place of the annual test. If a single event or test exercises both the disaster recovery and incident response plans, the one event or test can be used to meet both annual testing requirement.

VII. Physical Security Standard

7.1 Campuses must perform a risk assessment of the physical access controls which are in place protecting the IT facilities (such as server rooms, network closets, and wiring cabinets). Commensurate with this risk assessment, appropriate physical access controls must be in place, such as:

- Maintaining a list of all employees and third parties who are authorized to operate independently and unescorted in secure IT facilities as defined in Section 7.1
- Escorting any individual who is not authorized to operate independently and unescorted in these secure IT facilities and observing their activities at all times while in said facility.
- Ensuring that all portable storage media containing confidential information such as hard drives, flash drives, magnetic tapes, laptops, and CDs are physically secured
- Ensuring that proper environmental and physical controls are established to prevent accidental or unintentional loss of critical information residing on IT systems
- Ensuring that physical access devices are controlled and managed appropriately, and (commensurate with risk) that physical access is auditable.

The following media destruction and reuse standards apply to all electronic storage media equipment that is owned or leased by USM institutions (including, but not limited to: workstations, servers, laptops, cell phones, and multi-function printer/copiers.

7.2 When no longer usable, electronic storage media that contain confidential data shall be destroyed and/or sanitized. Institutions must use methods that are in accordance with the NIST SP800-88rev1 *Guidelines for Media Sanitization.* This requirement applies to the permanent disposal of all storage media and equipment containing storage media regardless of the identity of the recipient. It also applies to equipment sent for maintenance or repair.

7.3 The procedures performed to sanitize electronic media must be documented and data destruction records retained whether performed in-house or by a campus contractor.

7.4 Media must be cleansed in accordance with NIST SP 800-88 before being released internally for reuse. The cleansing technique used should be commensurate with the risk associated with the data stored on that media.

VIII. Endpoint Security Standard

This section applies to Institutionally Owned Devices. These requirements are commensurate with risk and must be applied to the extent that they are practical.

8.1 Controls must be implemented on all endpoints:

- User ID/password, Complex Passcode, Biometric, or other widely accepted authentication technology must be required to access the device.
- Implement appropriate solutions that detect malware and update automatically to identify new threats.
- Host-based firewalls should be operational and properly configured to protect the device when it is outside of the secured institutional network.

8.2 Identify confidential information stored on systems. Where possible and practical, institutions must minimize the storage of confidential information on endpoint systems.

8.3 Implement and document processes for managing exposure to vulnerabilities through the timely deployment of operating system and application patches.

8.4 Using a risk-based approach, implement and document processes that minimize provisioning of local administrative rights so that only those employees who require it are given those rights.

8.5 The institution must establish a procedure for reporting lost/stolen devices and the ability to remotely locate lost/stolen devices.

8.6 The institution must establish a procedure for the remote removal of institutionally-owned data from devices.

IX. Third-Party/Cloud Technology Services Standard

This Standard is intended for USM Institutions that choose to outsource technology services to third-party cloud providers

Examples of third-party cloud technology services include:

- *Cloud Services*
  - *Software-as-a-Service (SaaS)*
  - *Infrastructure -as-a-Service (IaaS)*
  - *Platform-as-a-Service (PaaS)*
  - *Network-as-a-Service (NaaS)*
- *Web Hosting*
- *Application Hosting*
- *Database Hosting*
- *Cloud Data Backup*
- *Offsite Cloud Storage*

Institutions must assess, and take steps to mitigate, the risk of unauthorized access, use, disclosure, modification, or destruction of confidential institutional information. This standard only applies to third-party cloud technology service agreements where there is a potential for high risk to the institution. See Appendix A: Definition of Confidential Information to determine the classification of data involved.

9.1 In conjunction with the Institution's procurement department and security team, stakeholders shall perform the following activities during the life-cycle of the third-party cloud technology service:

- Assess the risks associated with the third-party cloud service. Institutions must ensure that the security of a vendor's cloud solution provides comparable protection to a premises-based solution including the need to ensure confidentiality, integrity, availability, security, and privacy.

- Commensurate with the risk, request and, if available, obtain, review, and document control assessment reports performed by a recognized independent audit organization. Examples of acceptable control assessment reports include (but are not limited to):
  - AICPA SOC2/Type2
  - PCI Security Standards
  - ISO 27001/2 Certification
  - FedRAMP

9.2 Institutions must annually review the most recent control assessment reports as well as the providers' compliance with IT security, privacy, and availability deliverables in the contract. They must also reassess the risk of the cloud solution to ensure that the solution continues to provide adequate protection to institutional information assets.

9.3 Institutions must ensure that contracts with third parties include provisions to ensure that third parties that process personally identifiable information on behalf of the institution maintain appropriate security controls commensurate with the risk posed to the individuals by the personally identifiable information.

9.4 Third-party contracts should include the following as applicable:

- Requirements for recovery of institutional resources such as data, software, hardware, configurations, and licenses at the termination of the contract.
- Service level agreements including provisions for non-compliance.
- Provisions stipulating that the third-party service provider is the owner or authorized user of their software and all of its components, and the third-party's software and all of its components, to the best of third-party's knowledge, do not violate any patent, trademark, trade secret, copyright or any other right of ownership of any other party.
- Provisions that stipulate that all institutional data remains the property of the institution.
- Provisions that require the consent of the institution prior to sharing institutional data with any third parties.
- Provisions that block the secondary use of institutional data.
- Provisions that manage the retention and destruction requirements related to institutional data.
- Provisions that require any vendor to disclose any subcontractors related to their services.
- Requirements to establish and maintain industry standard technical and organizational measures to protect against:
    - accidental destruction, loss, alteration, or damage to the materials;
    - unauthorized access to confidential information
    - unauthorized access to the services and materials; and
    - industry known system attacks (e.g., hacker and virus attacks)
- Requirements for reporting any confirmed or suspected breach of institutional data to the institution.
- Requirements that the institution be given notice of any government or third-party subpoena requests prior to the contractor answering a request.
- The right of the Institution or an appointed audit firm to audit the vendor's security related to the processing, transport, or storage of institutional data.

- Requirement that the Service Provider must periodically make available a third-party review that satisfies the professional requirement of being performed by a recognized independent audit organization (refer to 9.1). In addition, the Service Provider should make available evidence of their business continuity and disaster recovery capabilities to mitigate the impact of a realized risk.
- Requirement that the Service Provider ensure continuity of services in the event of the company being acquired or a change in management.
- Requirement that the contract does not contain the following provisions:
    - The unilateral right of the Service Provider to limit, suspend, or terminate the service (with or without notice and for any reason).
    - A disclaimer of liability for third-party action.
- Requirement that the Service Provider make available audit logs recording privileged user and regular user access activities, authorized and unauthorized access attempts, system exceptions, and information security events (as available) [reference Section III – Auditability Standard]

X. Non-Institutionally Owned Devices and Services

Each institution must develop guidelines to govern the use of non-institutionally owned devices (such as personally owned laptops and other computing devices) and non-institutionally purchased/controlled services (such as personally purchased file storage services) for access to institutional resources. These guidelines must address the following areas:

- Risk of confidential data falling into the wrong hands.
- Risk of mission-critical data being lost to the institution (e.g. important research data being outside of the institution's backup scheme).
- Risk of institutional data being stored in non-institutionally purchased/controlled services (e.g. private Google Drive, DropBox, etc.).
- Develop an Institutional Agreement with staff that addresses the following responsibilities of the end-user:
    - Take reasonable steps to secure such a device;
    - Take reasonable steps to secure their home network;
    - Report any potential compromise or loss of the device being used to access institutional resources;
    - Ensure that only an authorized user can use the device to access institutional resources; and
    - Destroy/remove all institutional data upon separation from the institution, or upon the request of the institution.

XI. Unauthorized Access to Confidential Information

Definitions

- "Breach of the security of a system" means the unauthorized acquisition of Confidential Information.
- "Breach of the security of a system" does not include:
    - the good faith acquisition of confidential information by an employee or agent of a public institution of higher education for the purposes of the public institution of higher education, provided that the confidential information is not used or subject to further unauthorized disclosure; or
    - confidential information that was secured by encryption or redacted and for which the encryption key has not been compromised or disclosed.

Investigation: If an institution collects Confidential Information and discovers or is notified of a breach of the security of a system, the institution shall conduct in good faith a reasonable and prompt investigation to determine whether the unauthorized acquisition of personally identifiable information of the individual has occurred.

Notification of Breach: If, after the investigation is concluded, the public institution of higher education determines that a breach of the security of the system has occurred, the public institution of higher education or a third party, if authorized under a written contract or agreement with the public institution of higher education, shall:

- notify the individual of the breach; and
- notify the Chief Information Officer of the public institution of higher education of the breach.

A breach notification shall include, to the extent possible, a description of the categories of personally identifiable information that were, or are reasonably believed to have been, acquired by an unauthorized person, including which of the elements of personally identifiable information were, or are reasonably believed to have been, acquired.
If the institution determines that a breach of the security of the system has occurred involving the personally identifiable information of 1,000 or more individuals, the institution shall post a notice on the same webpage as the institution's privacy notice website describing the breach.

The website breach notice must remain publicly available for at least 1 year from the date on which notice was sent to individuals affected by the breach.

Appendix A: Information Classification

Institutions should organize their policies and procedures based on the following data classifications.

- **Educational Records**: Educational Records as defined and when protected by 20 U.S.C § 1232g; 34 CFR Part 99 (FERPA), in the authoritative system of record for student grades.
- **Protected Health Information**: Any Protected Health Information (PHI) as the term is defined in 45 CFR 160.103 (HIPAA).
- **Personally Identifiable Information**: Any information that, taken alone or in combination with other information, enables the identification of an individual, including:
    - a full name;
    - a Social Security number;
    - a driver's license number, state identification card number, or other individual identification number;
    - a passport number;
    - biometric information including an individual's physiological, biological, or behavioral characteristics, including an individual's deoxyribonucleic acid (DNA), that can be used, singly or in combination with each other or with other identifying data, to establish individual identity;
    - geolocation data;
    - Internet or other electronic network activity information, including browsing history, search history, and information regarding an individual's interaction with an Internet website, application, or advertisement; and
    - a financial or other account number, a credit card number, or a debit card number that, in combination with any required security code, access code, or password, would permit access to an individual's account.
    - "Personally identifiable information" does not include data rendered anonymous through the use of techniques, including obfuscation, delegation and redaction, and encryption, so that the individual is no longer identifiable.
- **Confidential Information**: Personally Identifiable Information that would pose a reasonable risk of harm to the data subject if accessed or acquired by an unauthorized party.

Additionally, institutions should consider the risk posed by information under the following laws and regulations:

- Gramm-Leach-Bliley Act (GLBA)
- Federal Trade Commission Red Flag Rules
- Payment Card Industry / Data Security Standards (PCI/DSS)
- Maryland Confidentiality of Medical Records Act (MCMRA)

USM IT SECURITY STANDARDS

Version 5.0

Revised June, 2022

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I. Introduction

The Board of Regents' Information Technology Policy, in compliance with Section 12-112 of the Education article of the Maryland Code, requires that the University System of Maryland (USM) adopt information technology policies and standards that are functionally compatible with state information technology policies and standards. The Regents' policy was approved in August 2001 and is available at: http://www.usmd.edu/Leadership/BoardOfRegents/Bylaws/SectionX/X100.html

This document addresses security standards established by the state Department of Information Technology (DoIT) for state agencies and interprets those standards in the context of the USM institutions. The state standards are described in the document entitled *Information Security Policy*, which is available on the DoIT website at: http://doit.maryland.gov/policies/Pages/default.aspx

Originally published as a set of guidelines, this document was formally adopted as USM Standards by the Board of Regents on June 27, 2014.

Throughout this document, standards are presented in normal text while commentary and suggestions are presented in italics.

There are a number of references in these standards to NIST Special Publications 800 series documents. These documents are computer security guidelines, recommendations, and reference materials published by the National Institute of Standards and Technology. These documents can be found at https://csrc.nist.gov/publications/sp.

II. IT Security Program Standard

2.1 Institutions must implement a Security Policy and an associated Security Program. The Security Program must be documented and monitored. The CIO or designee must approve institutional security policies. Institutions must periodically assess IT security controls for effectiveness, develop and implement plans for corrective action, and monitor the effectiveness of information security controls on an ongoing basis.

2.2 Procedures required by the USM IT Security Standards must be documented.

2.3 Institutions must have a formal process for the periodic assessment of risk to operations, assets, individuals and reputation, resulting from the operation of information systems and the associated processing, storage, or transmission of confidential information. Once developed, the institutional risk assessment must be reviewed annually for changes in the risk environment; and at least every four years, the institutional risk assessment must be fully updated and revised. The institutional risk assessment process must include identification of systems that process and/or store confidential information, as defined in "Appendix A: Information Classification", and other high-risk systems. Institutional risk assessment processes will be based on the application of the framework in NIST SP 800-37, Risk Management Framework for Information Systems and Organizations. The institutional risk assessment must include a list of systems and other services defined as "high-risk" by the institution.

Managing information security risk, like risk management in general, is not an exact science. It brings together the best collective judgment of individuals and groups within organizations responsible for strategic planning, oversight, management, and day-to-day operations. Institutions need to recognize that explicit, well-informed risk based decisions are necessary in order to balance the benefits gained from the operation and use of these information systems with the risk of the same systems being vehicles through which purposeful attacks, environmental disruptions, or human errors cause mission or business failure.

2.4 Institutions will perform an institutional risk assessment and reasonably address the risks posed by confidential information on personal or contractor-owned devices and services.

2.5 Institutions must have documented Change Management procedures in place. Changes with material impact on the security of high-risk IT assets (e.g., firewall rules changes, granting of administrative rights, etc…) must be tracked, reviewed, and approved by a person who does not have a conflict of interest in the approval.

2.6 Institutions must develop and promulgate a Data Classification Policy. The policy must define classes of data that the institution considers to be a risk and the classes

of data that the institution does not consider to be a risk. This policy must specify the data that can only be accessed by university-managed devices.

2.7 Institutions must have documented systems (hardware, software, network, or a combination) development lifecycle (SDLC) plans, including the phases of initiation, acquisition/development, baseline configurations and inventories implementation, operations/maintenance, and sunset/disposal. Each phase of the SDLC plan must consider the risks posed by the data and operation of the system and include steps to address any risks in an appropriate manner. This standard applies to high-risk systems as defined by the institution.

The process of developing/acquiring, implementing, operating, and retiring systems (hardware, software, network, or a combination) is known as a System Development Life Cycle (SDLC). See NIST Special Publication 800-160 Volume 1 for helpful guidance.

2.8 Institutions must conduct quarterly vulnerability scans against institutionally-managed high-risk servers and network devices (whether on-premise or in the cloud, consistent with the institutional risk program), and those results must be submitted to USM Internal Audit.

2.9 Institutions must provide security awareness training that covers essential university system and institution-specific security policies and security procedures. All training activities must be documented. At a minimum, the documentation must include the name of the community member, date of training, and information about the training material delivered.

A security awareness program is an essential element of a Security Program. An awareness program should be tailored to address risks identified for an institution's environment.

2.10 Institutions must create an Incident Response Plan based on the "USM IT Incident Response Plan" Template. Incidents involving the compromise of personal information (as defined under State Government Article 10-301, see Section III) or confidential information (as defined in Appendix A of these standards) must be reported to security@usmd.edu.

The USM IT Incident Response Plan Template can be downloaded from: https://itsecurity.usmd.edu

2.11 Institutions must report annually to the senior leadership of the institution on the risk posed to the institution by information technology, cybersecurity, and privacy to the institution. This report must be on record at the institution and must be available upon request from the USM.

2.12 USM institutions must develop acceptable use policies that address the responsible use of institutional computing resources, including electronic mail, network services, electronic documents, information, software, and other resources.

2.13 Each USM institution shall have personnel designated for providing official notices of IT incidents and advisories to the institutional user community. Only these personnel will send such messages.

2.14 Institutions must comply with the Digital Millennium Copyright Act and designate a single point of contact for inquiries about copyright violations.

2.15 Institutions must establish a policy and implement measures to protect Confidential Information from disclosure in conformance with applicable State of Maryland and federal laws. These include having an institutional acceptable use policy, not using confidential information as identifiers, and having an institutional confidentiality/non-disclosure policy or requiring non-disclosure agreements prior to granting employees access to confidential data.

(Note that there is value in reducing the footprint of confidential information in the institution's environment to the extent that this is possible.)

2.16 USM institutions must utilize encryption for Confidential Information and Protected Health Information while the data are in transit or at rest on any media (including portable devices, flash storage, optical media, and magnetic media) or apply compensating controls that are equally secure, depending on the capabilities of the technology in use. When institutions utilize encryption, techniques such as whole disk encryption, file encryption, database encryption, and network-based encryption must be chosen as appropriate to address the risks posed to the institution by the information on the system. Any encryption utilized by an institution must be implemented in a manner which prevents loss of data and ensures continued appropriate access to information and systems. Where applicable and necessary for the institutional risk management program, encryption must be used with 3rd party IT solutions to protect Confidential Information.

(See NIST Special Publication 800-52 Rev.2 for guidance on encryption of data in transit, and FIPS 140-2 for guidance on encryption of data at rest).

2.17 When confidential data are shared with other institutions, the State, or federal agencies, that shared data should be managed with the security requirements determined to be the highest among the sharing institutions involved and approved by the institutional CIO or data steward (i.e. the member of the institution with responsibility for the data).

III. Auditability Standard

3.1 Commensurate with risk, institutions must maintain appropriate audit trails of events and actions related to all on premises and 3rd party IT systems and physical access controls. Audit trails and events must be regularly monitored for indications of suspicious, unusual, unlawful, unauthorized, or inappropriate activity. Signs of compromise or other high-risk events must be immediately reported to appropriate officials for prompt resolution.

Examples of significant events which should be reviewed and documented (where possible) include additions/changes to critical applications, actions performed by administrative level accounts, additions and changes to users' access control profiles, and direct modifications to critical data outside of the application. Where it is not possible to maintain such audit trails, the willingness to accept the risk of not auditing such actions should be documented.

3.2 Institutions must monitor all audit solutions to detect any audit system failures. Any failures of the audit solution must immediately be reported to appropriate officials for prompt resolution.

3.3 All on premises and 3rd party systems must have synchronized clocks so that audit records can be accurately correlated between internal and external systems.

3.4 Access to audit information (e.g. SIEM logs) must be restricted in accordance with the principal of least privilege.

3.5 Commensurate with risk, institutions must utilize SIEM and/or other logging mechanisms to maintain audit trails of events and actions where possible.

IV. Access Control Standard

The Access Control Standard applies to all systems, including those that contain confidential information.

4.1 There must be documented procedures for creating, managing, and rescinding user accounts. At a minimum, these procedures should address:

- The eligibility criteria for obtaining an account
- The processes for creating and managing accounts including the process for obtaining users' agreement regarding the acceptable use policy
- The processes for managing the retention of user account information
- All user account access to institutional information technology systems, including access for outside contractors, must be limited based on risk to the institution and the privileges needed to fulfill the institutional roles of the user
- The institution must, at least annually, audit user accounts with access to confidential data to confirm that the privileges granted to each user are appropriate.
- As an individual's relationship to the institution changes, institutions must modify or remove access to systems and information as appropriate based on established processes.

4.2 Institutions must implement authentication and authorization processes that uniquely identify all users and appropriately control access to high-risk systems.

4.3 Prohibit group or shared IDs, unless they are documented as Functional IDs. Where possible, individual accounts should be used to provide accountability for administrative changes. Additionally, non-privileged accounts or roles need to be used when accessing non-administrative functions.

Functional IDs are user accounts associated with a group or role that may be used by multiple individuals or user accounts that are associated with production job processes.

When Functional IDs are issued, the following controls should be in place:

- Eligibility criteria for obtaining an account
- Processes for creating and managing accounts including the process for obtaining users' agreement regarding the acceptable use policy
- Processes for managing the retention of user account information

Considering the diverse computing environments at USM institutions, the following password requirements are dependent upon operational capabilities of a particular system. Systems which cannot meet the password requirements below must have a risk assessment in place accepted by the institution and should have mitigating controls in place.

NIST Special Publication 800-63-3 describes the Federal Electronic Authentication (eAuth) Guidelines. eAuth provides a methodology for creating flexible password requirements based upon operational needs and the risks that are present. The process of risk evaluation and how it applies to the selection of requirements can be found in the SP800-63-3 (or later) document.

4.4 For systems utilizing authentication, institutions must implement session locking after an institutionally defined period of inactivity and retain the session lock until access is reestablished using established authentication and authorization procedures.

4.5 Users must adhere to institutional password usage, construction, and change requirements. Systems must comply with EITHER (4.5.a or 4.5.b) AND (4.5.c) below:

a. Meet the eAuth guidelines as outlined in 800-63-3B Section 5.1.1.2 Memorized Secret Authenticators;

or

b. Meet the following alternative requirements:
- Minimum password length: 12 characters
- Passwords must contain a mix of alphanumeric characters. Passwords must not consist of all digits, all special characters, or all alphabetic characters
- Automated controls must ensure that passwords are changed at least annually for general users, and at 90-day intervals for administrative-level accounts
- User IDs associated with a password must be disabled for a period of time after not more than 6 consecutive failed login attempts. A minimum of 10 minutes is required for the reset period

c. Follow the following password management practices:
- Password must not be the same as the user ID
- Store and transmit only encrypted representation of passwords
- Password must not be displayed on screens
- Initial passwords and password resets must be issued pre-expired forcing the user to change the password upon first use
- Password reuse must be limited by not allowing the last 10 passwords to be reused. In addition, password age must be at least 2 days
- When a user password is reset or redistributed, the validation of the user identity must be at least as strong as when originally established
- Expired passwords must be changed before any other system activity is allowed

4.6 Institutions must either adopt a plan to implement multi-factor authentication (MFA) that includes consideration of high-risk systems and user access privileges, or have MFA in place for such systems.

4.7 The functions of system administration, programming, processing/authorizing business transactions, and security administration must be segregated for high-risk systems. This provides for the appropriate separation of duties. If not possible, compensating controls must be established to mitigate the risk.

4.8 Third party and/or vendor access to high-risk systems must be approved and controlled by the department(s) that directly manage the system or software being accessed.

V. Network Security Standard

5.1 Networked equipment shall be configured and maintained so as to not cause network performance degradation, not cause excessive, unwarranted traffic flows, and be suitably hardened against network security threats.

5.2 Appropriate controls for remote access services (e.g., VPN, VDI, Remote Desktop) must include logging of access and encryption of critical data in-transit.

- Remote access, execution of privileged commands, and any access to confidential data must be authorized prior to allowing connection.
- Remote access must be routed through managed access control points.

5.3 Banner text approved by Legal Counsel must be displayed at all system authentication points where initial user logon occurs, when technically possible and when doing so is not detrimental to the function of the network or system.

5.4 Networks must be protected by firewalls at identified points of interface based on system sensitivity and data classification. Firewalls should be configured to block all unneeded services, prevent direct access to hosts on trusted network from untrusted networks, and maintain audit trails. Management access must be encrypted and limited to designated personnel.

5.5 All network devices (e.g., switches, routers) should have all non-needed services disabled, or have compensating controls in place. Vendor-provided administrator username (if possible) and password must be changed.

5.6 Updates and patches must be installed on all network devices in a timeframe determined based on factors such as risk, interdependence, and/or prevention. Patches deemed "critical" must be installed as soon as possible/practical, no later than quarterly. Justification for delay or non-implementation of critical patches should be documented.

5.7 Implement ingress and egress filtering at the edge of the institution's network to prevent IP spoofing.

5.8 Institutions must establish automated and manual processes for intrusion prevention and/or detection.

- Host-based or network-based, must be utilized
- There must be an escalation plan based on commonly encountered events that include immediate response capability when appropriate
- Limit access to make configuration changes to appropriate personnel as defined by the institution.
- Detection signatures must receive regular updates and remain current.
- If interrogation of encrypted network traffic is not technically feasible, compensating controls must be in place on high-risk systems.

VI. Disaster Recovery & Incident Response Standard

This standard is intended to ensure that USM Institutions have documented procedures in place and are sufficiently prepared to address incidents and unforeseen circumstances which may cause negative impact on a USM institution. The procedures should detail the appropriate response to both Security Incidents and Service Interruptions (e.g. unavailability of mission-critical systems, networks, services, or personnel).

6.1 Institutions shall develop and implement an IT Incident Response Plan and IT Disaster Recovery Plan. Institutions may maintain separate disaster recovery and incident response plans or merge them into one plan. If merged, the required concepts of both types of plans must be included in the one planning document.

6.2 IR Plan Requirements: The IT Incident Response Plan must minimally include the items in the "USM IT Incident Response Plan Template". This template can be downloaded from: https://itsecurity.usmd.edu

6.3 DR Plan Requirements: The IT Disaster Recovery Plan must, at a minimum, include the following:

- Documentation of each high-risk system including:
  - Purpose
  - Software
  - Hardware
  - Operating System
  - Application(s)
  - Data
  - Supporting network infrastructure and communications
  - The contact information for the person or group responsible for the system
- System restoration priority list
- Description of current data back-up and restoration procedures
- Description of back-up storage location(s) or services

See NIST SP 800-34 Rev.1 (Contingency Planning Guide for Federal Information Systems) for additional guidance in developing a Disaster Recovery Plan.

6.4 Institutions must update their IT Incident Response and IT Disaster Recovery Plans annually.

6.5 The institution must test the institution's IT Incident Response Plan at least annually and their disaster recovery plan at least annually. The tests must be documented. If an institution uses their incident response plan or disaster recovery plan to handle a real security or service interruption event, that event may be documented and take the place of the annual test. If a single event or test exercises both the disaster recovery and incident response plans, the one event or test can be used to meet both annual testing requirement.

VII. Physical Security Standard

7.1 Campuses must perform a risk assessment of the physical access controls which are in place protecting the IT facilities (such as server rooms, network closets, and wiring cabinets). Commensurate with this risk assessment, appropriate physical access controls must be in place, such as:

- Maintaining a list of all employees and third parties who are authorized to operate independently and unescorted in secure IT facilities as defined in Section 7.1
- Escorting any individual who is not authorized to operate independently and unescorted in these secure IT facilities and observing their activities at all times while in said facility.
- Ensuring that all portable storage media containing confidential information such as hard drives, flash drives, magnetic tapes, laptops, and CDs are physically secured
- Ensuring that proper environmental and physical controls are established to prevent accidental or unintentional loss of critical information residing on IT systems
- Ensuring that physical access devices are controlled and managed appropriately, and (commensurate with risk) that physical access is auditable.

The following media destruction and reuse standards apply to all electronic storage media equipment that is owned or leased by USM institutions (including, but not limited to: workstations, servers, laptops, cell phones, and multi-function printer/copiers.

7.2 When no longer usable, electronic storage media that contain confidential data shall be destroyed and/or sanitized. Institutions must use methods that are in accordance with the NIST SP800-88rev1 *Guidelines for Media Sanitization.* This requirement applies to the permanent disposal of all storage media and equipment containing storage media regardless of the identity of the recipient. It also applies to equipment sent for maintenance or repair.

7.3 The procedures performed to sanitize electronic media must be documented and data destruction records retained whether performed in-house or by a campus contractor.

7.4 Media must be cleansed in accordance with NIST SP 800-88 before being released internally for reuse. The cleansing technique used should be commensurate with the risk associated with the data stored on that media.

VIII. Endpoint Security Standard

This section applies to Institutionally Owned Devices. These requirements are commensurate with risk and must be applied to the extent that they are practical.

8.1 Controls must be implemented on all endpoints:

- User ID/password, Complex Passcode, Biometric, or other widely accepted authentication technology must be required to access the device.
- Implement appropriate solutions that detect malware and update automatically to identify new threats.
- Host-based firewalls should be operational and properly configured to protect the device when it is outside of the secured institutional network.

8.2 Identify confidential information stored on systems. Where possible and practical, institutions must minimize the storage of confidential information on endpoint systems.

8.3 Implement and document processes for managing exposure to vulnerabilities through the timely deployment of operating system and application patches.

8.4 Using a risk-based approach, implement and document processes that minimize provisioning of local administrative rights so that only those employees who require it are given those rights.

8.5 The institution must establish a procedure for reporting lost/stolen devices and the ability to remotely locate lost/stolen devices.

8.6 The institution must establish a procedure for the remote removal of institutionally-owned data from devices.

IX. Third-Party/Cloud Technology Services Standard

This Standard is intended for USM Institutions that choose to outsource technology services to third-party cloud providers

Examples of third-party cloud technology services include:

- *Cloud Services*
  - *Software-as-a-Service (SaaS)*
  - *Infrastructure -as-a-Service (IaaS)*
  - *Platform-as-a-Service (PaaS)*
  - *Network-as-a-Service (NaaS)*
- *Web Hosting*
- *Application Hosting*
- *Database Hosting*
- *Cloud Data Backup*
- *Offsite Cloud Storage*

Institutions must assess, and take steps to mitigate, the risk of unauthorized access, use, disclosure, modification, or destruction of confidential institutional information. This standard only applies to third-party cloud technology service agreements where there is a potential for high risk to the institution. See Appendix A: Definition of Confidential Information to determine the classification of data involved.

9.1 In conjunction with the Institution's procurement department and security team, stakeholders shall perform the following activities during the life-cycle of the third-party cloud technology service:

- Assess the risks associated with the third-party cloud service. Institutions must ensure that the security of a vendor's cloud solution provides comparable protection to a premises-based solution including the need to ensure confidentiality, integrity, availability, security, and privacy.

- Commensurate with the risk, request and, if available, obtain, review, and document control assessment reports performed by a recognized independent audit organization. Examples of acceptable control assessment reports include (but are not limited to):
  - AICPA SOC2/Type2
  - PCI Security Standards
  - ISO 27001/2 Certification
  - FedRAMP

9.2 Institutions must annually review the most recent control assessment reports as well as the providers' compliance with IT security, privacy, and availability deliverables

in the contract. They must also reassess the risk of the cloud solution to ensure that the solution continues to provide adequate protection to institutional information assets.

9.3 Third-party contracts should include the following as applicable:

- Requirements for recovery of institutional resources such as data, software, hardware, configurations, and licenses at the termination of the contract.
- Service level agreements including provisions for non-compliance.
- Provisions stipulating that the third-party service provider is the owner or authorized user of their software and all of its components, and the third-party's software and all of its components, to the best of third-party's knowledge, do not violate any patent, trademark, trade secret, copyright or any other right of ownership of any other party.
- Provisions that stipulate that all institutional data remains the property of the institution.
- Provisions that require the consent of the institution prior to sharing institutional data with any third parties.
- Provisions that block the secondary use of institutional data.
- Provisions that manage the retention and destruction requirements related to institutional data.
- Provisions that require any vendor to disclose any subcontractors related to their services.
- Requirements to establish and maintain industry standard technical and organizational measures to protect against:
    - accidental destruction, loss, alteration, or damage to the materials;
    - unauthorized access to confidential information
    - unauthorized access to the services and materials; and
    - industry known system attacks (e.g., hacker and virus attacks)
- Requirements for reporting any confirmed or suspected breach of institutional data to the institution.
- Requirements that the institution be given notice of any government or third-party subpoena requests prior to the contractor answering a request.
- The right of the Institution or an appointed audit firm to audit the vendor's security related to the processing, transport, or storage of institutional data.
- Requirement that the Service Provider must periodically make available a third-party review that satisfies the professional requirement of being performed by a recognized independent audit organization (refer to 9.1). In addition, the Service Provider should make available evidence of their business continuity and disaster recovery capabilities to mitigate the impact of a realized risk.
- Requirement that the Service Provider ensure continuity of services in the event of the company being acquired or a change in management.
- Requirement that the contract does not contain the following provisions:

    - The unilateral right of the Service Provider to limit, suspend, or terminate the service (with or without notice and for any reason).
    - A disclaimer of liability for third-party action.
- Requirement that the Service Provider make available audit logs recording privileged user and regular user access activities, authorized and unauthorized access attempts, system exceptions, and information security events (as available) [reference Section III – Auditability Standard]

X. Policy on Non-Institutionally-Owned Devices and Services

Each institution must develop guidelines to govern the use of non-institutionally owned devices (such as personally owned laptops and other computing devices) and non-institutionally purchased/controlled services (such as personally purchased file storage services) for access to institutional resources. These guidelines must address the following areas:

- Risk of confidential data falling into the wrong hands.
- Risk of mission-critical data being lost to the institution (e.g. important research data being outside of the institution's backup scheme).
- Risk of institutional data being stored in non-institutionally purchased/controlled services (e.g. private Google Drive, DropBox, etc.).
- Develop an Institutional Agreement with staff that addresses the following responsibilities of the end-user:
    - Take reasonable steps to secure such a device;
    - Take reasonable steps to secure their home network;
    - Report any potential compromise or loss of the device being used to access institutional resources;
    - Ensure that only an authorized user can use the device to access institutional resources; and
    - Destroy/remove all institutional data upon separation from the institution, or upon the request of the institution.

Appendix A: Information Classification

Institutions should organize their policies and procedures based on the following data classifications.

- Educational Records: Educational Records as defined and when protected by 20 U.S.C § 1232g; 34 CFR Part 99 (FERPA), in the authoritative system of record for student grades.
- Protected Health Information: Any Protected Health Information (PHI) as the term is defined in 45 CFR 160.103 (HIPAA).
- Confidential Information: Personal information as defined in the Maryland Code under State Government Article, §10-1301 - §10-1308:

> An individual's first name or first initial and last name, personal mark, or unique biometric or genetic print or image, in combination with one or more of the following data elements:
>
> i. a social security number;
> ii. a driver's license number, state identification card number, or other individual identification number issued by a unit;
> iii. a passport number or other identification number issued by the United States government;
> iv. an individual taxpayer identification number; or
> v. a financial or other account number, a credit card number, or a debit card number that, in combination with any required security code, access code, or password, would permit access to an individual's account.

Additionally, institutions should consider the risk posed by information under the following laws and regulations:

i. Gramm-Leach-Bliley Act (GLBA)
ii. Federal Trade Commission Red Flag Rules
iii. Payment Card Industry / Data Security Standards (PCI/DSS)
iv. Maryland Confidentiality of Medical Records Act (MCMRA)

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
September 4, 2025
Zoom

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Thursday, September 4, 2025. The meeting was convened at 9:02 a.m. Committee members present were: Regents Smarick (vice chair), Gooden, Hasan, Leggett, Lewis, Mirani, Rivera-Forbes, Stebbins, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Alvarez, Dr. Amoussou, Dr. Ashby, Ms. Beckett, Dr. Borrero, Dr. Caraco, Dr. Clark, Dr. Clemmons, Mr. Cooper, Dr. Garcon, Dr. Hall, Dr. Hansen, Dr. Hawkins-Wilding, Senior Vice Chancellor Herbst, Dr. Howland, Dr. Hurte, Dr. Jenkins, Dr. Jennings, Dr. Khademian, Vice Chancellor Lawrence, Dr. Lee, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Dr. Mathias, Dr. Miller, Dr. Mueller, Dr. Muhoro, Dr. Nesbary, Dr. O'Neill, Dr. Ownby, Dr. Owusu, Dr. Perreault, Mr. Prouty, Dr. Rashaw, Dr. Reed, Vice Chancellor Sandler, Dr. Singh, Dr. Soroush, Dr. Stolle-McAllister, Ms. Sule, Dr. van Briesen, Dr. van Dulman, Mr. Vasquez-Reyes, Dr. Ward, Dr. Whitehead, Ms. Wilkerson, Dr. Williams, and Dr. Younis.

Guests also participated via the public, listen-only line.

Vice Chair Smarick welcomed everyone to the meeting. He extended a special welcome to the two new committee members, Regents Rivera-Forbes and Stebbins. They both introduced themselves.

Action Items

Academic Program Proposals

University of Maryland, Baltimore County: Master of Arts in Applied Behavioral Analysis
Dr. Manfred van Dulmen, Provost and Senior Vice President for Academic Affairs, Dr. John Stolle-McAllister, Interim Dean of the College of Arts, Humanities, and Social Sciences, and Dr. John Borrero, Professor, Psychology, presented the University of Maryland, Baltimore County's proposal to offer a Master of Arts in Applied Behavioral Analysis. This program will provide knowledge of contemporary topics in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research. Cores areas include principles of behavior, research methods, conceptual analysis, applied behavior analysis, basic behavior analysis, and ethics.

Regent Smarick asked about the types of jobs graduates will be able to pursue. Dr. Borerro said that graduates go into clinic, hospital, and research institution settings, among others. Many graduates work with individuals with developmental disabilities.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer a Master of Arts in Applied Behavioral Analysis.

The motion was moved by Regent Smarick, seconded by Regent Leggett, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

University of Maryland, Baltimore County: Master of Science in Applied Data Science
Dr. Manfred van Dulmen, Provost and Senior Vice President for Academic Affairs, Dr. Jeanne M. van Briesen, Dean of the College of Engineering and Information Technology, and Masoud Soroush, Associate Teaching Professor, Computer Science and Engineering, presented the University of Maryland, Baltimore County's proposal to offer a Master of Science in Applied Data Science. This program will help meet regional demand for data scientists, which is higher than the national average. The program will focus on innovation, entrepreneurship, and collaboration with industry and public agencies. Graduates will be able to work in technology, healthcare, finance, public policy, and government. Mr. Soroush noted that students will have a capstone project where they will have the opportunity to work on practical problems with partners.

The proposal has gone through the standard review and approval processes with USM institutions having time to submit objections. Via the USM process, there were no objections. It is noted that, via the process conducted by the Maryland Higher Education Commission, other institutions in the state will have the opportunity to object to the establishment of this program. However, the USM staff believes the institution has done its due diligence regarding a state-wide examination of programs to try to ensure there is no duplication.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to offer a Master of Science in Applied Data Science.

The motion was moved by Regent Smarick, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Towson University: Proposal for a College of Graduate Studies
Dr. Melanie Perreault, Provost and Executive Vice President for Academic Affairs, and Dr. David Ownby, Interim Dean of Graduate Studies, presented Towson University's proposal to create a College of Graduate Studies. TU would like to change the Office of Graduate Studies designation to the College of Graduate Studies to better reflect the increasing complexity and anticipated growth in the university's graduate programs. Drs. Perreault and Ownby noted that TU used to have a College of Graduate Studies

and they would like to re-establish it as the institution increases its focus on research. A College of Graduate Studies will align TU with peers.

Regent Smarick asked why this is important to TU. Dr. Perreault noted that having college status allows them to have a Dean, creates a place to house curriculum and students, and is overall better for the students. Senior Vice Chancellor Wrynn said that having this space is important to students. It shows that they are entering a different world from their undergraduate experience. It also frees up the research office to focus on research. Chancellor Perman echoed this and said that this enfranchises graduate students and supports them.

Regent Smarick also asked about the cost. Dr. Perreault said that no new resources are necessary and that they will be reorganizing existing staff.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University to create a College of Graduate Studies.

The motion was moved by Regent Smarick, seconded by Regent Mirani, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

EPSLS Overview: Annual Review of Committee Bylaws and Charge and Role and Responsibilities

Kelsey Beckett, Chief of Staff and Director of Operations for Academic and Student Affairs, presented this report. The Committee on Governance and Compensation asks for an annual review of the Committee's section of the bylaws and the Committee's Charge, Role, and Responsibilities. Ms. Beckett shared that both the EPSLS section of the bylaws and the Charge, Role, and Responsibilities document note that this committee shall perform all necessary business and provide guidance to the Board of Regents on academic affairs and student affairs functions at USM's institutions. In general, work pertains to the overall intellectual, social, and emotional climate of the university, and includes, but is not limited to, academic program development; student services; faculty matters and policies; admissions, recruitment, retention, transfer, and articulation; campus safety and security; student health and wellness; student organizations; many aspects of diversity and inclusion; P-20/pipeline issues; and more.

When Chair Gourdine, Dr. Wrynn, and the Academic and Student Affairs team reviewed these documents in August 2024, they determined that amendments are not needed.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents reaffirm (1) the EPSLS section of the Board of Regent Bylaws and (2) the EPSLS Committee Charge, Role, and Responsibilities guidance.

The motion was moved by Regent Smarick, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Information Items

Update on Digital Accessibility
Dr. Nancy O'Neill, Executive Director of the Kirwan Center for Academic Innovation, provided a short presentation on digital accessibility. She highlighted the efforts being undertaken to meet the goal of digital accessibility as outlined in new Title II regulations by April 2026. She covered the support that is being organized by the Kirwan Center, in conjunction with colleagues across the USM.

Regent Mirani asked if these regulations will apply to student organizations and asked about resources for them. Dr. O'Neill discussed the development of a toolkit for student organizations and said that no one is in this alone. She said it would be great to host something with USMSC.

Senior Vice Chancellor Herbst said that systemwide CIOs have been engaged in this work. She noted that the campus CIOs are another resource for those on-campus organizations.

Report on Academic Program Actions Delegated to the Chancellor
Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs, presented the annual report on academic program actions delegated to the Chancellor. In accordance with Board Resolution III-7.03, this annual report is submitted to the Board of Regents to account for all academic program actions delegated to the Chancellor. Between September 2024 and August 2025, the Chancellor approved 108 actions including:

- suspension or discontinuation of 51 programs (including 16 degree programs, 17 certificates, and 16 areas of concentration within an existing degree, and 2 offerings of off-campus, non-RHEC programs); 1 suspended program was reactivated;
- 14 title changes;
- 19 new certificates (undergraduate and graduate combined);
- 10 additions of online modality to an existing program; and
- 14 other actions, including new areas of concentration, modifications to existing degree programs, and new off-site locations.

In addition, the Board of Regents approved 35 new degree programs, one of which will be offered at the Universities at Shady Grove. A chart detailing the Chancellor's actions and programs approved by the Board for a total of 143 approvals was included in the materials.

Tentative Annual Agenda, 2025-2026
The Tentative Agenda for 2025-2026 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Vice Chair Smarick noted that regents and school officials can share additional topics with Regent Gourdine, Dr. Wrynn, or Ms. Beckett.

Before adjourning, Senior Vice Chancellor Herbst said that the USM awarded a record number of degrees in all categories in the past academic year.

Motion to Adjourn
Regent Smarick thanked all for a productive meeting. He called for a motion to adjourn. The motion was moved by Regent Gooden, seconded by Regent Smarick, and unanimously approved. Regent Smarick adjourned the meeting at 10:32 a.m.

Respectfully,

Regent Andy Smarick
Vice Chair

USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Closed Session
April 3, 2025
Zoom

Minutes of the Closed Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in closed session on Friday, April 12, 2024. The meeting was convened at 11:29 a.m. Committee members present were: Regents Gourdine, Gooden, Helal, Parker, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Wrynn were also present.

The following were also in attendance on Zoom: Ms. Bainbridge, Ms. Beckett, Ms. Herbst, Dr. Lee, Dr. Masucci, and Ms. Wilkerson.

Action Items

USM Board of Regents Student Excellence Scholarships
Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented this item to the committee. In 2023, the University System of Maryland Student Council (USMSC), with guidance and advice from USM's Office of Academic and Student Affairs, established the first-ever student awards to parallel the Board's awards recognizing faculty and staff. This is the third year of the awards. USM students applied for a scholarship in one of four categories: academics, scholarship, and research; innovation and creativity activity; leadership and advocacy; and outreach and engagement. Applicants had to submit an essay, letter of recommendation, resume, and transcript. This year, 254 complete applications were received from across the USM.

The Board of Regents Student Excellence Scholarships Evaluation Committee is a three-member committee that includes members of the USMSC executive board. USM Academic and Student Affairs staff advised the process. The evaluation committee recommends 12 scholarships – three in each category.

The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the recommendations of the evaluation committee to honor the twelve (12) students with Board of Regents Student Excellence Scholarships.

The motion was moved by Regent Smarick, seconded by Regent Gooden, and unanimously approved.

Vote Count: Yeas: 8 Nays: 0 Abstentions: 0

Motion to Adjourn

Regent Smarick called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Leggett, and unanimously approved. Regent Smarick adjourned the meeting at 12:00 p.m.

Respectfully,

Regent Andy Smarick
Vice Chair

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, Baltimore County (UMBC) Proposal for a Master of Arts (MA) in Applied Behavior Analysis

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 4, 2025

SUMMARY: The UMBC Department of Psychology proposes launching a Master of Arts (M.A.) in Applied Behavior Analysis to address growing regional and national needs for qualified behavior analysts. The M.A. in Applied Behavior Analysis is a non-thesis, 36-credit program including 12 courses: eight lecture/seminar courses, two practicum courses, and two capstone courses. Core areas include principles of behavior, research methods, conceptual analysis, applied behavior analysis, basic behavior analysis, and ethics.

Offered at UMBC's Catonsville campus, the program will provide knowledge of contemporary topics in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research. The curriculum is a Verified Course Sequence and accredited by the Association for Behavior Analysis International. Graduates will be qualified to sit for the international credentialing examination to become a Board-Certified Behavior Analyst (BCBA) and will be eligible to apply for licensure in the state of Maryland as a Licensed Behavior Analyst. Demand for behavior analysts is high and growing, partly driven by the effectiveness of ABA in treating autism spectrum disorder and widespread insurance mandates. In Maryland, over 2,300 BCBA jobs and over 6,100 jobs in the greater DMV region have been posted in recent years. UMBC is well-positioned to offer an affordable, accessible program to contribute to meeting this critical workforce need.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from UMBC to offer the MA in Applied Behavior Analysis.

COMMITTEE RECOMMENDATION:	DATE: September 4, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Office of the Provost
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

PHONE: 410.455.2333
FAX: 410-455-1107
www.umbc.edu

August 1, 2025

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

UMBC's Department of Psychology is pleased to submit a proposal to establish a Master of Arts (M.A.) in Applied Behavior Analysis.

The M.A. in Applied Behavior Analysis is designed to meet the growing demand for highly trained behavior analysts in Maryland and beyond. It includes a Verified Course Sequence accredited by the Association for Behavior Analysis International, making it one of only 27 such master's programs worldwide. The curriculum combines core academic coursework with practicum and capstone experiences, preparing students with the theoretical knowledge, ethical grounding, and applied skills needed to advance in the field. It will be delivered at UMBC's Catonsville campus, offering students an affordable and accessible pathway to the behavioral health workforce regionally and nationally.

Thank you very much for your consideration of this request.

Sincerely,

Manfred H. M. van Dulmen
Provost and Senior Vice President for Academic Affairs

Cc: Crystal Williams, Assistant Vice Provost for Curriculum Development
Yonatan Harris, Executive Assistant to the Vice Provost for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

UMBC

Institution Submitting Proposal

Applied Behavior Analysis

Title of Proposed Program

Master of Arts (MA)	Fall 2026
Award to be Offered	Projected Implementation Date
202099	42.2814
Proposed HEGIS Code	Proposed CIP Code
Department of Psychology	Crystal Williams
Department in which program will be located	Department Contact
410-455-8907	Crysw1@umbc.edu
Contact Phone Number	Contact E-Mail Address
Manfred H. M. van Dulmen Provost and Senior Vice President for Academic Affairs	6/10/2025 Date

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	UMBC

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: (●) Yes ( ) No | Payment Type: (●) R*STARS # 3209268 ( ) Check # | Payment Amount: 850.00 | Date Submitted: 08/01/2025

Department Proposing Program	Department of Psychology
Degree Level and Degree Type	Graduate, Master of Arts (MA)
Title of Proposed Program	Applied Behavior Analysis
Total Number of Credits	36
Suggested Codes	HEGIS: 202099 CIP: 42.2814
Program Modality	(●) On-campus ( ) Distance Education (fully online) ( ) Both
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	(●) Fall ( ) Spring ( ) Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.umbc.edu/
Preferred Contact for this Proposal	Name: Crystal Williams Title: Assistant Vice Provost for Curriculum Development Phone: 410-455-8907 Email: crysw1@umbc.edu
President/Chief Executive	Type Name: Manfred H. M. van Dulmen, Provost and Senior Vice President for Academic Affairs Signature: [signature] Date: 8/1/2025
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Narrative

A. Centrality to Institutional Mission and Planning Priorities:

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission. https://about.umbc.edu/**

The UMBC Department of Psychology proposes to launch a Master of Arts (M.A.) in Applied Behavior Analysis. The Psychology department works closely with community partners to build external relations to ensure that we are responsive to the regional and national needs of our professional practice and to provide affordable, accessible ways to effectively enhance the professionalism and diversity of Maryland's behavior analyst workforce.

Offered at UMBC's campus in Catonsville, the proposed M.A. in Applied Behavior Analysis will be a non-thesis degree consisting of 12 courses/36 credits (eight traditional lecture/seminar style courses, two practicum courses, and two capstone courses). Core courses focus on: (a) principles of behavior, (b) research methods, (c) conceptual analysis, (d) applied behavior analysis, (e) basic behavior analysis, and (f) ethics. The curriculum has been deemed a "Verified Course Sequence," which means that our curriculum has been assessed by the Association for Behavior Analysis International, our flagship organization, and determined to meet specific coursework requirements and faculty standards. In addition, the curriculum is accredited by the Association for Behavior Analysis International, making it one of only 27 accredited training programs, in the world, at the master's level. The curriculum promotes knowledge of contemporary topics in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research. In addition, accreditation requires that our students complete a master's thesis or equivalent. Our students will complete a *Capstone* project to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion. Upon graduation, students will be qualified to sit for the international credentialing examination to become a Board Certified Behavior Analyst (BCBA) and will be eligible to apply for licensure in the state of Maryland as a Licensed Behavior Analyst.

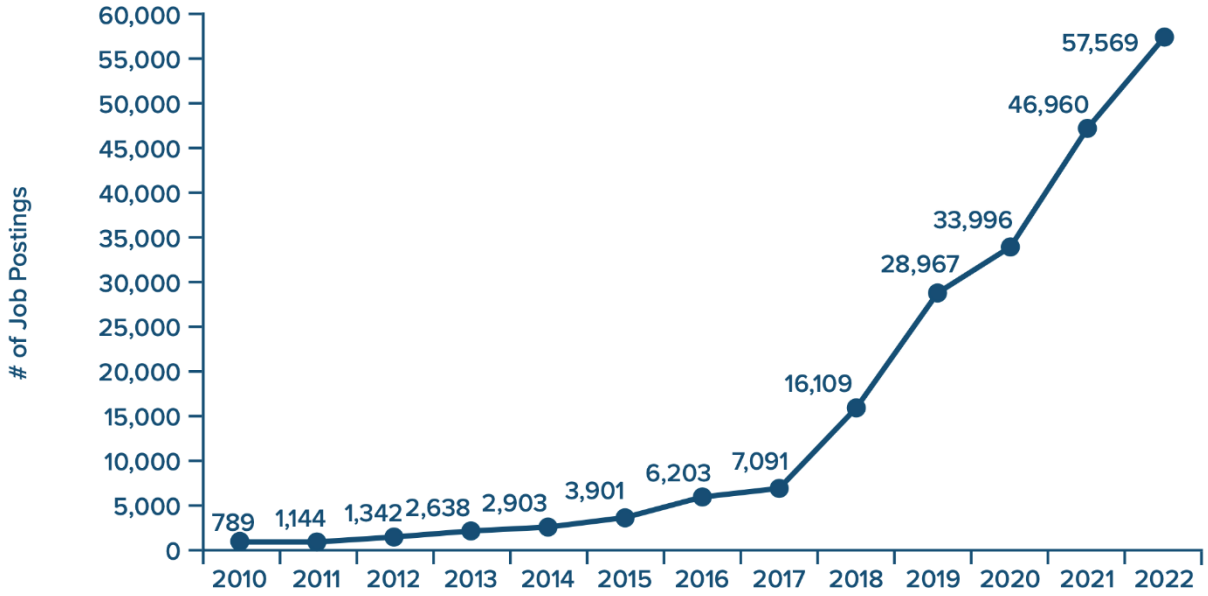
Demand for behavior analysts is increasing: Annual nationwide demand for individuals holding the BCBA certification has increased each year since 2010, with a 23% increase from 2021 to 2022 ([1]Behavior Analyst Certification Board, 2023). The pronounced

[1] Behavior Analyst Certification Board. (2023). US employment demand for behavior analysts: 2010–2022. Littleton, CO: Author.

Annual Demand for BCBA Certification

The following graph depicts the annual number of job postings nationwide over the past 13 years (2010–2022) that either required or preferred BCBA/BCBA-D certification.

Note: There are currently 36 states that license behavior analysts and 1,345 job postings in 2022 that either required or preferred a license to practice behavior analysis.



increase in demand can be explained as follows: (a) Applied Behavior Analysis is recognized as one of the most effective intervention approaches to address challenges associated with a diagnosis of autism spectrum disorder, (b) as of 2020, the Centers for Disease Control estimates that 1:36 children has been identified as having autism spectrum disorder, and (c) nearly every state has an autism insurance mandate, which requires certain insurers to provide coverage for autism spectrum disorder. In 2021, there were 1,110 job postings, in Maryland, alone, for individuals holding the BCBA credential. In 2022, there were 1,211 job postings for individuals holding the BCBA credential. When considering the greater DMV region there were 6,149 jobs posted for BCBAs in 2021 and 2022. Accordingly, as a public research university, UMBC is ideally positioned to offer innovative, accessible, affordable, educational programs to meet the needs of students in in-demand fields.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority. https://planning.umbc.edu/strategic-plan/**

The *Strategic Plan for Advancing Excellence* presented four focus areas with strategic goals subsumed under each and the proposed M.A. program in Applied Behavior Analysis contributes to each of these strategic goals.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

The M.A. program in Applied Behavior Analysis will address the Student Experience focus area by creating an exceptional student experience that integrates in- and out-of-classroom learning to prepare graduates for meaningful careers. The practice of Applied Behavior Analysis requires a throughgoing understanding of the science of behavior that is uncompromisingly coupled with practical real world experiences in the application of the science. The proposed curriculum meets the rigorous standards for accreditation set forth by the Association for Behavior Analysis International and requires all students to complete six credits of practicum experience in the direct implementation of behavior analysis service delivery. Since 1999 we have had a partnership with the world renowned Department of Behavioral Psychology of the Kennedy Krieger Institute to provide our students with state of the art training in the science and practice of Applied Behavior Analysis that complements that which students learn in the classroom. To become a BCBA, in addition to meeting coursework requirements, individuals must also complete 2,000 hours of supervised fieldwork experience, which our graduates will complete in this two-year program. In addition to the Department of Behavioral Psychology of the Kennedy Krieger Institute, we have identified several additional community partners who can offer high-caliber supervised fieldwork experiences.

The M.A. program in Applied Behavior Analysis will address the Collective Impact in Scholarship focus area by elevating UMBC as a nationally and internationally recognized research university that is strongly connected to the economic vitality of the Baltimore region and state of Maryland. The Psychology Department currently offers a track in Applied Behavior Analysis within the Human Services Psychology program that is accredited by the Association for Behavior Analysis International. This makes UMBC's curriculum one of only 27 accredited master's programs in the world, which has furthered the national and international prominence of UMBC.

The M.A. program in Applied Behavior Analysis will address the Innovative Curriculum focus area by preparing graduates for meaningful and plentiful career opportunities and engaged citizenship that will enhance UMBC's position as a national leader in graduate education. The state of the art curriculum is driven by accreditation standards, which provide a framework that includes coverage of important topical areas, while also allowing for creativity in meeting the needs of our students.

The M.A. program in Applied Behavior Analysis will address the Community Connections focus area by nurturing existing partnerships and building and extending connections with diverse partners to enrich the state and surrounding region. With our more than 20-year relationship with the Kennedy Krieger Institute, we will continue to nurture our connection to ensure a mutually beneficial arrangement. In addition, we will foster innovative problem-solving through strategic partnerships with government agencies (e.g., schools) and local businesses and community-based organizations that provide Applied Behavior Analysis services. In so doing, the M.A. program in

Applied Behavior Analysis will advance UMBC's regional reputation as a vital stakeholder in Maryland's innovative economy.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

The program will be funded entirely through tuition revenue. Additional support services such as technology support, library services, marketing, and related academic/program support will be drawn from UMBC's existing institutional capabilities.

4. Provide a description of the institution's commitment to: (a) ongoing administrative, financial, and technical support of the proposed program, and (b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

a) Behavioral health-related studies like Applied Behavior Analysis are an institutional priority under UMBC's *Strategic Plan*. As such UMBC is committed to providing the necessary administrative, financial, and technical support to launch, grow, and sustain this M.A. degree program in Applied Behavior Analysis. Technical support for students and faculty is available through Blackboard and other web-based technologies supported by UMBC's Division of Information Technology (DOIT), in-class time, and faculty office hours.

b) Launch of this new graduate degree will present no challenge or obstacles to currently enrolled (or future) students from completing their graduate studies in Applied Behavior Analysis at UMBC.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

(a) ***The need for advancement and evolution of knowledge***. Market demand can be operationalized as the availability of openings in the job market to be served by the

new program. Market demand (different from need) is another consideration when implementing a new academic program or changing an existing program. It is important that students have a reasonable opportunity for a job upon completion of a degree. UMBC has offered a track in Applied Behavior Analysis since 1999 with nearly 200 students participating. UMBC faculty anticipated a substantial need for Applied Behavior Analysis practitioners in the state and region at a time when there were no other Applied Behavior Analysis graduate programs in Maryland. At present, Mount St. Mary's University and Johns Hopkins University offer the only other degree granting, Verified Course Sequences in Behavior Analysis, in Maryland. The UMBC curriculum is the only one accredited by the Association for Behavior Analysis International. Notably, by 2032, the only pathway to becoming a Board Certified Behavior Analyst will be to earn a degree from an accredited university training program, and UMBC's track is accredited. Given the ongoing workforce need to develop qualified Applied Behavior Analysis practitioners across the region, UMBC's M.A. in Applied Behavior Analysis will be offered at UMBC's Main Campus.

The demand and need for graduate training in Applied Behavior Analysis is multifaceted. In 2000, the Centers for Disease Control (CDC) and Prevention determined that autism spectrum disorder occurred in about 1 in 150 children. Since 2000, estimates have risen consistently, and the most recent data from the CDC suggest that 1 in 36 children were diagnosed with autism spectrum disorder. Importantly, as a spectrum disorder, autistic individuals present with a variety of strengths and challenges necessitating a variety of treatment options. Among the treatment options to serve individuals with autism, the CDC has organized the following categories: (a) behavioral, (b) developmental, (c) educational, (d) social-relational, (e) pharmacological, and (f) psychological. The CDC *specifically* cites Applied Behavior Analysis as an exemplary behavioral approach. Applied Behavior Analysis is considered an evidence-based best practice treatment by the U.S. Surgeon General and by the American Psychological Association. "The evidence based" moniker means that Applied Behavior Analysis has passed scientific tests of its usefulness, quality, and effectiveness. The American Association on Intellectual and Developmental Disabilities, the oldest and largest interdisciplinary organization of professionals concerned with intellectual disability and related disabilities, designated Applied Behavior Analysis-based procedures for the treatment of behavioral problems with individuals with intellectual disability and related disorders as "highly recommended" (Rush & Frances, 2000). Although the proposed M.A. curriculum in Applied Behavior Analysis will place a heavy emphasis on meeting the workforce demand for persons providing services to individuals with autism, Applied Behavior Analysis has many potential applications (Heward et al., 2022[2]).

[2] Heward, W.L., et al. (2022). ABA from A to Z: Behavior science applied to 350 domains of socially significant behavior. *Perspectives on Behavior Science*, *45*, 327–359.

More than 20 studies have established that intensive and long-term therapy using Applied Behavior Analysis principles improves outcomes for many but not all children with autism. "Intensive" and "long term" refer to programs that provide 25 to 40 hours a week of therapy for 1 to 3 years. These studies show gains in intellectual functioning, language development, daily living skills and social functioning. Evidence-based practice is a model of professional decision-making in which practitioners integrate the best available evidence with client values/context and clinical expertise to provide services for their clients. Given the increase in diagnoses of ASD, and because Applied Behavior Analysis has been identified as an evidenced based practice, there is a pressing need for the advancement and evolution of knowledge to better serve individuals with ASD and their families.

(b) ***Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.*** As a discipline, the Applied Behavior Analysis practice community is considerably lacking in diversity. Demographic data reported by the Behavior Analyst Certification Board show that approximately 70% of individuals who hold the credential of Board Certified Behavior Analyst are White. The remainder of the workforce[3] is made up of individuals who identify as: Hispanic and Latinx (11%), Asian (7%), Black (4%), Native Hawaiian/Pacific Islander (0.37%), and American Indian/Alaska Native (0.28%). In addition, United States Census data predict that by 2028 the foreign born share of the population will reach a historic high since the year 1850. As such, the need to proactively prepare for more diverse client populations is critical. More specifically, applied behavior analysts work with diverse populations and there is a growing need for behavior analysts to provide culturally responsive services (Jimenez-Gomez & Beaulieu, 2022). As of 2020, Maryland is the fourth most diverse state in the nation according to the United States Census Bureau's Diversity Index. Given the rich ethnic, racial, and cultural diversity in Maryland, and of the university, we believe that we are in a unique position to help to diversify the Applied Behavior Analysis workforce.

Practitioner-oriented programs like this proposed M.A. in Applied Behavior Analysis specifically are designed to foster the advancement and evolution of knowledge and address critical societal needs. With the program's already proven reputation and current, flexible, and agile curriculum, given the continued (if not increased) workforce demand for Board Certified Behavior Analysts as identified by the workforce demand analysis, UMBC expects to develop innovative educational programs and opportunities, such as this new M.A. in Applied Behavior Analysis to provide the flexible ability for prospective students to upgrade their professional skills to meet job market requirements.

[3] 7.5% of respondents did not provide an answer to this question.

(c) ***The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.***

UMBC is not a historically black institution and this item is not applicable to the current proposal.

2 and 3. Provide evidence that the perceived need is consistent with the Reference relevant information from the USM Strategic Plan and the 2022 Maryland State Plan for Higher Education.

The USM Strategic Plan outlined several priorities that will steer the System's work before 2030. First, the Strategic Plan has established "Academic Excellence and Innovation" as a priority, evinced by goals to: (a) attract and graduate more Maryland students, (b) recruit and retain exceptional faculty, and (c) pilot learning pathways for working professionals to meet workforce demands. To better prepare Maryland students for the competitive application to the M.A. program in Applied Behavior Analysis we have developed and will expand on a series of undergraduate course offerings. The most competitive graduate training programs in Applied Behavior Analysis attract applicants who bring considerable practical and research experience to bear on their application. At UMBC we will aim to ensure that our undergraduates have access to experiences (research and practice opportunities) and coursework that raise our undergraduates to the top of any applicant pool. To successfully recruit and retain exceptional faculty the UMBC Psychology department has instituted policies and procedures to support and mentor new faculty. New hires to the Applied Behavior Analysis faculty will be invited to identify a senior faculty member in the department to serve as a mentor, and experience bi-weekly meetings for the first year, and monthly meetings for the second and third year. At the college level, the College of Arts Humanities and Social Sciences has developed initiatives, policies and procedures that will enhance UMBC's success at recruiting and retaining under-represented minority faculty. Among these initiatives is the Eminent Scholar Program, which facilitates a mentoring relationship between a newly-hired UMBC tenure-track Assistant professor and a prominent researcher/practitioner in their field. This relationship will be established to provide a connection for the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through the ranks of academia. Finally, the proposed M.A. in Applied Behavior Analysis will be explicitly tailored to meet the needs of working professionals so that we can begin to address the exceedingly high demand for Board Certified Behavior Analysts in Maryland specifically, and in the country, more generally. All courses will be offered in the evening (after the typical workday) to accommodate students who work full time (we anticipated that this will be 100% of students). In addition, students will be matched to approved practicum sites for full-time employment opportunities.

A second priority outlined in the USM Strategic Plan and echoed in the 2022 Maryland State Plan for Higher Education relates to "Access, Affordability, and Achievement." This priority includes goals to: (a) strengthen the connection between learning experiences and the knowledge, skills, and abilities needed to succeed, (b) develop innovative education programs resulting in new credentials, and (c) design financial and business models that meet changing student needs. With respect to strengthening the connection between learning experiences and the knowledge, skills, and abilities needed to succeed, the proposed curriculum includes in person coursework, and a practicum during which students have real world experiential learning opportunities to improve the practice of behavior analytic human service provision. Such real-world experiences can provide several benefits to students and their potential for success when entering the workforce. First, they provide low-risk/high-reward learning opportunities to discover what a potential career may include. Second, they provide hands-on experiences for students to apply what they have learned in the classroom. And third, they allow students the opportunity to establish professional networks for jobs post-graduation. At some point in any career, an expert will need to teach and train the next generation of experts; it is important that people learn how to teach well, regardless of their interest in a formal academic or teaching career. To this end, the proposed curriculum includes coursework on supervision, management, mentorship, and training, and the practicum component of the curriculum permits for guided exposure to the supervision, management, and training in a low-risk/high-reward context. With respect to innovative programs that create new credentials, the proposed program in Applied Behavior Analysis will contribute to this aim by adding one new credential and the potential to obtain one new license. Upon completion of the coursework and the 2,000 hours of supervised fieldwork experience, graduates of the proposed M.A. program in Applied Behavior Analysis will qualify to sit for the exam to become a Board Certified Behavior Analyst (the credential this is required to practice Applied Behavior Analysis). Once a Board Certified Behavior Analyst, graduates may then apply for licensure as a behavior analyst in the state of Maryland. Since 2009, the applied behavior analysis profession has rapidly become regulated. There are currently 37 states, including Maryland, that have passed legislation to license or otherwise regulate behavior analysts.[4] Finally, in the spirit of affordable access, the Kennedy Krieger Institute offers full time employment (salary and benefits) and tuition remission for education for eligible Applied Behavior Analysis students. We will continue this relationship with the Kennedy Krieger Institute. In addition, we have developed new partnerships with community providers who serve children with autism that offer similar tuition remission packages.

A third priority of the USM Strategic Plan involves strengthening the workforce and economic development in Maryland. Goals ascribed to this priority include producing

[4] https://www.bacb.com/u-s-licensure-of-behavior-analysts/

graduates to enter the workforce and developing programs to add skills to the state's workforce. As noted previously, the demand for Board Certified Behavior Analysts has increased by 23% from 2021 to 2022, nationally, and demand consistently exceeds supply in the DMV. Thus, the proposed M.A. program in Applied Behavior Analysis will play an essential role in meeting this demand. Further, it is common for those with an undergraduate degree to join the workforce upon graduation, and then return to obtain a graduate degree. For example, one may graduate with a bachelor's degree, earn the credential of Board Certified Assistant Behavior Analyst, and then work for 1-2 years to gain experience. At which point, one may "upskill" by returning for an advanced (graduate) degree. As such, the proposed program in Applied Behavior Analysis will play a role in addressing the goal of reskilling and upskilling the state's workforce.

Finally, diversity, equity, and inclusion have been prioritized in the USM Strategic Plan. We share the sentiment that matters related to diversity, equity, and inclusion represent both a discrete policy and a foundational value that will guide the proposed M.A. program in Applied Behavior Analysis. As a field, Applied Behavior Analysis is lacking in diversity. The most recent data from the Behavior Analyst Certification Board show that nearly 70% of all individuals who hold the Board Certified Behavior Analyst credential or Board Certified Behavior Analyst-Doctoral designation, are White. Hispanic and Latinx Board Certified Behavior Analysts make up 11% of the population, whereas Asian (7%) and Black (4%) individuals account for the remainder. As a Minority Serving Institution, the proposed M.A. in Applied Behavior Analysis is ideally suited to take an active role in diversifying the UMBC student body, and by extension, the discipline of Applied Behavior Analysis.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Provide and cite data from the Bureau of Labor or O*NET Online for the following, with greatest emphasis on data from the State of Maryland.

Graduates will find employment opportunities in the human services industry. Upon graduating from the proposed M.A. in Applied Behavior Analysis, those who pass the examination to become a Board Certified Behavior Analyst will enter the human services workforce with the highest credential available to behavior analysts (Board

Certified Behavior Analyst). The target market for this proposed M.A. in Applied Behavior Analysis consists of individuals who have recently completed a bachelor's degree in psychology or related disciplines, and individuals who are currently employed in the human services sector who aspire to expand their employment opportunities by pursuing an advanced degree. Desired candidates for admissions are college graduates with current Applied Behavior Analysis research and practice experience and/or a solid academic background in Applied Behavior Analysis, or from a field related to working in Applied Behavior Analysis (e.g., education). Students may also be early-career and recent graduates looking to expand their knowledge as they enter the Maryland workforce.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

According to data gathered from Lightcast, a labor market analytics tool, demand for behavior analysts is increasing: Annual nationwide demand for individuals holding the BCBA certification has increased each year since 2010, with a 23% increase from 2021 to 2022 (Behavior Analyst Certification Board, 2023). To put a quantitative point on the demand, there were 57,569 job postings in 2022 that either required or preferred the BCBA certification or BCBA-D[5] designation. One causal variable that accounts for this increased demand in the autism insurance mandate, which requires certain insurers to provide coverage for autism spectrum disorder. In 2021, there were 1,110 job postings, in Maryland, alone, for individuals holding the BCBA credential. In 2022, there were 1,211 job postings for individuals holding the BCBA credential. When considering the greater DMV region there have been 6,149 jobs posted for BCBAs in 2021 and 2022. Accordingly, as a public research university, UMBC is ideally positioned to offer innovative, accessible, affordable, educational programs to meet the needs of students in in-demand fields.

3. Provide data showing the current and projected supply of prospective graduates.

Since 1999 we have offered a track in Applied Behavior Analysis to more than 200 students. Between 2007 and 2020 between 60 and 80 students per year expressed interest in the track, and we taught between 8 and 10 students per annual cohort. We have been methodical in ensuring that our students receive a top-notch classroom education. In addition, the profession of Applied Behavior Analysis requires hands-

[5] The "D" refers to "Doctoral." The credential held by those with a master's degree or Ph.D. in the same—Board Certified Behavior Analysts. However, those with a doctorate may be eligible to apply for the *designation* of BCBA-D.

on, real-world practice experience. To that end we have carefully curated a small number of approved practicum sites that can provide world class supervision in the practice of Applied Behavior Analysis. Our first approved practicum placements were at the Kennedy Krieger Institute. We have since expanded our network of approved practicum placements, which will permit us to accommodate a larger cohort of students, to keep pace with the number of applications received and overall market demand.

D. Reasonableness of Program Duplication:

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

We identified and compared similar programs in the region. Only 1 program is similar in title in the state of Maryland; however, after thorough review of degree type, content, and credit load, we concluded that no direct program duplication exists. UMBC believes that this degree is aligned with and fully supports the 2022 MHEC *Statewide Plan* and USM's *Strategic Plan*, even if the program overlap others to varying degrees. Ultimately, our goal is to actively support the goals of MHEC, the USM, and UMBC by providing maximum flexibility, affordability, and accessibility to students to upgrade their occupational, vocational, technical, and/or professional skills to meet critical workforce and job market requirements. A comparison of regional programs with UMBC's proposed M.A. in Applied Behavior Analysis is found in Appendix 1.

2. **Provide justification for the proposed program.**

UMBC is classified as a doctoral university with very high research activity by the Carnegie Classification of Institutions of Higher Education. Building upon that foundation, this proposed M.A. degree in Applied Behavior Analysis gives students the formal, conceptual, and technological skills necessary for professional practice to fill management, practice, and/or leadership roles along with the opportunity to engage in applied research and practice, if desired.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

The M.A. in Applied Behavior Analysis does not duplicate existing graduate programs at HBIs in the Baltimore or Washington region. There is no duplication of any program at Morgan State University, Bowie State University, Coppin State, or the University of Maryland Eastern Shore. The University of Maryland Eastern Shore offers a single graduate course in Applied Behavior Analysis. Bowie State offers a single undergraduate course in Applied Behavior Analysis.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

This program does not duplicate existing programs at HBIs, and it is expected to have no impact on the identity or mission of any of the HBIs, as described above.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

This practitioner-oriented curriculum was developed by faculty within the UMBC Department of Psychology drawing upon their expertise in the areas of intellectual and developmental disabilities, difficulties in expressive and receptive language for persons with disabilities, the emission of severe challenging behavior (e.g., self-injurious behavior) exhibited by persons with disabilities, and organizational behavior management. The curriculum has been verified as meeting the requirements to qualify for the national certification examination, and the program is accredited by the Association for Behavior Analysis International, which is our flagship professional organization. The proposed program has been assessed by external referees and been deemed to meet high standards.

The M.A. in Applied Behavior Analysis will be overseen by a full-time Graduate Program Director (GPD) and member of the Psychology faculty with a strong record of teaching and scholarship in Applied Behavior Analysis. The GPD, is supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related matters. The Applied Behavior Analysis Program Director is a member of the Psychology Graduate Committee and works with that committee on areas of mutual interest and oversight, to include recruiting, cross-program collaboration, new course ideas, and program innovations.

2. Describe educational objectives and learning outcomes appropriate to the

rigor, breadth, and (modality) of the program.

The proposed curriculum will be taught in-person. As a program designed to prepare working practitioners, there is an important and symbiotic interplay between that which is learned in the classroom, and that which is applied, in practice. In keeping with the requirements of accreditation, graduates of the M.A. in Applied Behavior Analysis will be expected to:

a. Successfully demonstrate knowledge of philosophical underpinnings of the science of behavior, concepts and principles related to learning, and methods of measuring behavior in the context of appropriate experimental designs. (SLO-1)

b. Successfully demonstrate knowledge of the Ethics Code for Behavior Analysts, methods of behavioral assessment and behavior change procedures, and strategies for the effective personnel supervision and management. (SLO-2)

c. Demonstrate the ability to implement behavior analytic assessment and intervention procedures. SLO-3.

d. Demonstrate the ability to conduct scholarly and/or professional-level research by completing a capstone project. (SLO-4)

e. Pass the credentialing examination to become a Board Certified Behavior Analyst. (SLO-5)

3. **Explain how the institution will:**

(a) Provide for assessment of student achievement of learning outcomes in the program

Learning outcomes to assess the success of the program in meeting these objectives are included in Appendix 2. The UMBC Graduate School, College of Arts Humanities and Social Sciences, and Department of Psychology track enrollments, retention, time-to-degree, and graduation rates for all programs. Appendix 3 describes the mechanisms used by the program to assess and document student learning competencies/outcomes (SLOs) in support of program objectives.

(b) Document student achievement of learning outcomes in the program

Student achievement will be documented as outlined in the assessment process, and with the corresponding rubric and rating forms.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The current M.A. track in Applied Behavior Analysis consists of 36 credits and has been designed to align with the requirements for accreditation. The curriculum for the proposed M.A. degree consists of eight traditional courses totaling 24 credit hours, two three-credit practicum courses totaling 6 credit hours and two three-credit capstone courses during which students will complete a capstone project.

Core courses are aligned with reasonable needs and expectations of applied behavior analysis practitioners. Degree requirements for the M.A. in Applied Behavior Analysis are summarized in Appendix 4. Course descriptions for courses owned by the Psychology Department are shown in Appendix 5.

5. **Discuss how general education requirements will be met, if applicable.**

N/A

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

The M.A. in Applied Behavior Analysis is currently accredited by the Association for Behavior Analysis International and offers a course sequence that has been verified by the same organization. Upon graduation, students will have completed the necessary coursework to sit for the Board Certified Behavior Analyst credentialing examination. Students will also be required to complete the requisite number of supervised fieldwork hours to sit for the credentialing examination.

By obtaining the credential of Board Certified Behavior Analyst, certificants will automatically become eligible to apply for licensure as a Licensed Behavior Analyst, in the state of Maryland. Licensure requirements, including those for Maryland, can be found here.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

The Applied Behavior Analysis program has held a longstanding partnership with the Department of Behavioral Psychology at the Kennedy Krieger Institute. The Kennedy Krieger Institute serves as a practicum placement that has hosted most of our students. A master Training Affiliation Agreement is in place between the Kennedy Krieger Institute and UMBC and is included as Appendix 8.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of**

academic support services and financial aid resources, and costs and payment policies.

Student Support

As per accreditation requirements, the Applied Behavior Analysis program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent the program to relevant parties. The program makes public its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; its education and training outcomes; and if the program trains professional behavior analysts. Program information can be found here.

The Applied Behavior Analysis Graduate Program Director is responsible for the majority of student advising. Other faculty involved with courses and specialization may also advise students. All program faculty will be eligible to serve on capstone project committees. Students in this program will have access to UMBC's wide range of support resources such as the Division of Information Technology, Career Services, Off-Campus Student Services, Office of Equity and Inclusion, and the Graduate Student Association, among many others. UMBC students and faculty use Blackboard as the official campus Learning Management System for course work and administration to support lecture, hybrid, and online learning modalities.

Students will be expected to have ready access to computers and the internet. Outside of lecture or in-person meetings, students and faculty will be expected to communicate through email, Blackboard, and UMBC's other collaborative platforms such as MyUMBC or Google Documents. Official information about curriculum updates, new courses, graduation deadlines, etc. is conveyed to students via the student email list as the program's official distribution medium and/or directly to the students who are on email lists maintained by UMBC's Graduate School (for graduations and academic affairs), Registrar (for scheduling), Student Business Services (for costs and financial aid), or other campus entities. Technical support for UMBC's platforms, such as email and Blackboard, is provided by UMBC's Division of Information Technology upon request to the Help Desk Request Tracker. Information of interest to students, ranging from program and course information, academic expectations, tuition and fees, graduation requirements, and more, are located on UMBC's various public websites.

As of 2023, the only financial aid opportunities for this self-supported program are offered by the U.S. government. Full time students who are employed by approved practicum placements may be eligible for tuition remission.

UMBC's Office of Accessibility & Disability Services (ADS) under the Division of Academic Affairs ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in

equal access and full inclusion, which reflects UMBC's commitment to fostering an accessible and inclusive environment for all members of the UMBC community. Assistance from the ADS team is available to all UMBC students regardless of learning modality or campus location.

UMBC's Office of Equity and Inclusion has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights matters, including discrimination, harassment, hate and bias. All faculty are considered 'responsible parties' regarding reporting requirements pursuant to UMBC's Title IX policies.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

As per accreditation requirements, the Applied Behavior Analysis program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to relevant parties. This includes the following: (a) program mission, goals, objectives, and training model, (b) requirements for admission and graduation, (c) the curriculum, (d) student resources, (e) administrative policies and procedures, (f) descriptions of the research and practicum experiences, (g) education and training outcomes, and (h) description of alignment with certification and licensure standards.

H. Adequacy of Articulation

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

N/A

I. Adequacy of Faculty Resources

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach (in this program).**

Three full-time, tenured, or tenure-track UMBC faculty members who hold terminal degrees in their respective fields will support this program. The faculty members have published frequently in top-tier journals, hold, or have held prestigious editorial appointments, have procured external funding to support their research, and have received awards in recognition of their scholarship and service contributions. Specific

course assignments have not yet been made and change on a regular basis. Appendix 9 lists faculty supporting the M.A. in Applied Behavior Analysis. In addition, the program will rely on the support of adjunct faculty. At least 50% of credits in the program will be taught by full-time faculty.

Faculty teaching in this program have access to instructional development opportunities available via the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities. For any online elements of coursework, faculty can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in the online environment. UMBC's DOIT offers on-demand and in-person assistance to faculty on the use of Blackboard's many features to help ensure the platform helps foster a quality learning experience for students and faculty alike regardless of in-person, hybrid, or online modalities. Program and department faculty also are encouraged to share best pedagogical practices with colleagues in this program and the broader Psychology department. Several internal grant opportunities exist to support innovation in faculty pedagogy as well.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**

    a) Pedagogy that meets the needs of the students

    b) The learning management system

    c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty teaching in this program have access to instructional development opportunities available via the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities. For any online elements of coursework, faculty can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in the online environment. UMBC's DOIT offers on-demand and in-person assistance to faculty on the use of Blackboard's many features to help ensure the platform helps foster a quality learning experience for students and faculty alike regardless of in-person, hybrid, or online modalities. Program and department faculty also are encouraged to share best pedagogical practices with colleagues in this program and the broader Psychology department. Several internal grant opportunities exist to support innovation in faculty pedagogy as well.

J. Adequacy of Library Resources

1. **Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

On behalf of UMBC's President and Librarian, the Reference Librarian (Joanna Gadsby) of the Albin O. Kuhn Library has assessed library resources required for this program. The assessment concluded that UMBC's library can meet, with its current expansive in-person and online resources, the curricular and research needs of the M.A. in Applied Behavior Analysis program faculty and students. To facilitate greater accessibility and affordability for students, wherever possible and practicable, we will use open-access materials and publicly-available resources for instructional and enrichment activities.

2. No additional library resources are required.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

1. **Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

UMBC has access to excellent resources and facilities for this program at its campus locations. There are sufficient classrooms and conference rooms at the Catonsville campus to accommodate students, all equipped with technology and software to support instruction, collaboration, and communication. UMBC's internet, software, and computing capabilities are more than adequate to meet program needs.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:** a**) An institutional electronic mailing system, and b) A learning management system that provides the necessary technological support for distance education**

All faculty and students are assigned a UMBC institutional email address. Email is the primary form of outreach on campus and in the program.

All faculty and students have access to the University's learning management system (Blackboard Ultra) for classroom and research purposes, in addition to other online collaborative tools supported by UMBC's DOIT such as Microsoft Office/360, Google Suite, and Webex. Should it be necessary, UMBC is well-equipped to handle pivots to

remote learning, such as due to pandemics or weather emergencies. To ensure access to instructional, research, and collaboration tools, the minimum computing requirements and technical competency expectations for students will be posted on the program's website.

L. Adequacy of Financial Resources with Documentation

The M.A. in Applied Behavior will be self-supported through tuition revenue. As it is anticipated that enrollments will generate sufficient revenue to more than cover expenses, there is no significant financial impact with this proposal. As with all self-supporting graduate programs at UMBC, enrollment growth will be regularly monitored and additional, full-time faculty will be hired and/or existing part-time faculty invited to become full-time faculty to facilitate instruction and program activities across two campus locations. See Appendix 10 and 11 for program budget information.

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

Applied Behavior Analysis program faculty periodically review syllabi, rubrics, readings, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant to and/or aligned with current accreditation standards, best practices in the discipline, program objectives, and the institutional priorities called for in the *UMBC Strategic Plan*. The Psychology department, and UMBC generally, evaluates full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, samples of student products, classroom observation, and student surveys. Adjunct faculty are evaluated by full-time faculty members regularly to ensure quality of instruction, materials, and the student's course experience.

All UMBC faculty are evaluated via the administration of student surveys issued at the end of each semester. The data from this survey are shared with the instructor and publicly available via IRADS, whereas any qualitative comments received are shared only with the instructor. Additionally, faculty are encouraged to work with their colleagues and the UMBC Center for Applied Teaching and Learning (CALT), or Division of Information Technology (DOIT) for additional opportunities to conduct objective course assessment and/or enhancement. The Graduate Program Director likewise solicits, investigates, and attempts to resolve any student concerns regarding course or instructor quality and/or effectiveness.

The Psychology Department regularly completes its student learning outcomes assessment (SLOA). The most recent SLOA was completed in spring 2021 for the year 2020. This SLOA approach provides a review of the shared, macro-level goals of all our courses in the department, while also allowing unique, program- and level-based evaluation of the appropriate content and application. The proposed M.A. in Applied Behavior Analysis would be subject to the department evaluation of SLOA.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Program evaluation is carried out through assessment of learning outcomes. The primary outcomes for the M.A. in Applied Behavior Analysis and methods of outcome assessment are identified in Appendix 2. Along with the program and department, the College of Arts Humanities and Social Sciences Dean's Office regularly reviews student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with the Colleges goals and UMBC's *Strategic Plan*. UMBC's Provost Office also engages in strategic and financial reviews of all UMBC programs.

The University System of Maryland's accountability obligation includes a requirement that each academic program be reviewed every seven years. Accordingly, UMBC conducts academic program reviews (APR) to gauge program effectiveness. As recognized by USM and the Council of Graduate Schools, the APR process has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources. The Psychology graduate programs successfully completed their latest APR in 2018-2019 academic year.

Taken together, UMBC has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, and cost-effectiveness. These methods are supported by continual internal UMBC evaluation of industry trends and needs to ensure programs continue to meet current and future industry and workforce requirements.

N. Consistency with the State's Minority Student Achievement Goals

1**. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

UMBC was designated a Minority Serving Institution in 2017 and is first in the nation for producing the most African American graduates who have gone on to earn MD-Ph.D.

degrees, according to the Association of American Medical Colleges (AAMC). As of fall 2022, 61% of UMBC's undergraduates are minorities, which mirrors Maryland's 2020 census count of 53% non-White (UMBC Spring 2023 Cultural Diversity Report). We have added undergraduate course offerings to better prepare our diverse UMBC undergraduate study body to be competitive applicants for our M.A. track in Applied Behavior Analysis, and to play a part in diversifying the field of Applied Behavior Analysis.

Data from the Behavior Analyst Certification Board show that the racial and ethnic makeup of individuals who hold the Board Certified Behavior Analyst credential or Board Certified Behavior Analyst-Doctoral designation are as follows:

White	Asian	Hispanic/Latinx	Black	Male	Female	Non-binary or Other
69.16%	7.39%	11.04%	4.21%	11.93%	86.73%	0.23%

As of Fall 2023, the makeup of students completing Applied Behavior Analysis coursework at UMBC is as follows:

White	Asian	Hispanic/Latinx	Black	Male	Female	Non-binary or Other
41.21%	35.3%	17.6%	5.9%	17.6%	82.4%	0%

The above data show that UMBC is taking an active role in diversifying the field of Applied Behavior Analysis.

Among other active efforts to foster greater diversity in our campus community of scholars, UMBC joined the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low

income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. **If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

N/A

P. Adequacy of Distance Education Programs

The proposed M.A. in Applied Behavior Analysis will not provide distance education.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 1: Similar Programs in the State or Region

Johns Hopkins University (JHU) offers a post master's certificate and a Master's of Science in Special Education with an emphasis in Applied Behavior Analysis.

The 21-credit Post-master's Certificate in Applied Behavior Analysis is designed for special educators, administrators, and school psychologists who already have a master's degree. UMBC's *proposal is for a degree granting curriculum, not a certificate program.*

The target market of the master's degree offered from JHU is special educators, administrators, and school psychologists, and the focus is special education. Though the proposed M.A. in Applied Behavior Analysis will teach its graduates to work in the education arena, the skills taught are applicable in a diverse set of environments (e.g., clinics, in home therapy, hospital settings). By contrast the primary focus of the proposed M.A. at UMBC is in Applied Behavior Analysis. The JHU curriculum consists of 36 credit hours distributed between Applied Behavior Analysis and Special Education and can be completed on a part time basis. The proposed UMBC curriculum will involve exclusive content in ABA and will involve full-time enrollment. Students at JHU have the option of enrolling in an additional 12 credits of practicum credits that would be completed in the third year (bringing the program total to 48 credits). Students in the proposed UMBC curriculum will complete 6 credits hours of practicum as part of their 36 credit course of study, complete the curriculum in two years, and meet the supervised fieldwork experience requirements to sit for the Board Certified Behavior Analyst examination, upon graduation. A portion of the JHU curriculum can be completed online. The entirety of the proposed UMBC curriculum will be completed in person.

Mount St. Mary's University (MSM) offers a Master's of Science in Applied Behavior Analysis.

Mount St. Mary's, a private university located in a different region of the state, offers an M.S. in Applied Behavior Analysis. The program consists of 42 credit hours and can be completed on a part-time basis, with a portion of the curriculum available online. In contrast, the proposed program at UMBC requires 36 credit hours and is designed to be completed in person on our Catonsville campus.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 2: Learning Outcomes and Assessments, M.A. in Applied Behavior Analysis

SLO-1. Successfully demonstrate knowledge of philosophical underpinnings of the science of behavior, concepts and principles related to learning, and methods of measuring behavior in the context of appropriate experimental designs.

MEASURE: Students will be required to successfully pass all courses on philosophical underpinnings of the science of behavior, concepts and principles related to learning, and methods of measuring behavior in the context of appropriate experimental designs in the degree program. They will be assessed on their understanding of these items with the goal of developing a robust and interdisciplinary knowledge of Applied Behavior Analysis. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, and/or case studies.

CRITERION: Successful completion of each course with a B or better grade. The individual faculty member and/or the Applied Behavior Analysis Graduate Program Director will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The Applied Behavior Analysis Graduate Program Director will review syllabi annually to ensure relevancy, currency, and pedagogical appropriateness, and importantly, to ensure that courses remain in compliance with accreditation standards.

ASSESSMENT: Each semester starting in Fall 2025 or upon program launch.

SLO-2. Successfully demonstrate knowledge of the Ethics Code for Behavior Analysts, methods of behavioral assessment and behavior change procedures, and strategies for the effective personnel supervision and management.

MEASURE: Students will be required to successfully pass all courses on Ethics Code for Behavior Analysts, methods of behavioral assessment and behavior change procedures, and strategies for the effective personnel supervision and management in the degree program. They will be assessed on their understanding of these items with the goal of developing a robust and interdisciplinary knowledge of Applied Behavior Analysis. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, and/or case studies.

CRITERION: Successful completion of each course with a B or better grade. The individual faculty member and/or the Applied Behavior Analysis Graduate Program Director will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The Applied Behavior Analysis Graduate Program Director will review syllabi annually to ensure relevancy, currency, and pedagogical appropriateness, and importantly, to ensure that courses remain in compliance with accreditation standards.

ASSESSMENT: Each semester starting in Fall 2025 or upon program launch.

SLO-3. Demonstrate the ability to implement behavior analytic assessment and intervention procedures.

MEASURE: Students will be assessed by UMBC faculty on their ability to implement behavior analytic assessment and intervention procedures and by on-site practicum supervisors who hold the credential of Board Certified Behavior Analyst who supervise the student's fieldwork experience. Performance will be measured with a checklist based on that recommended by the Behavior Analyst Certification Board. The form appears as Appendix 6.

CRITERION: Ratings of "Satisfactory" will result in the criterion grade of "Pass." The Graduate Program Director will receive the completed practicum evaluation form two times in the fall semester and two times in the spring semester and discuss each student's performance with their practicum supervisor.

ASSESSMENT: Twice in fall and twice in spring starting in Fall 2025 or upon program launch.

SLO-4. Demonstrate the ability to conduct scholarly and/or professional-level research by completing a capstone project.

MEASURE: Students will be assessed on their ability to develop and present scholarly or professional grade written and oral deliverables by way of their capstone project. To meet these goals, they will be expected to demonstrate effective organizational, time management, communication, critical thinking, and other such skills that contribute to an effective applied behavior analysis practitioner in the workplace. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, literature reviews, and/or case studies. The capstone manuscript rubric and oral presentation rubric appear as Appendix 7.

CRITERION: Ratings of "Acceptable" or better, will result in the criterion grade of "Pass." The Graduate Program Director will receive the completed rubrics from the Capstone Committee Chairperson who will summarize scores to produce a mean.

ASSESSMENT: Each semester starting in Fall 2025 or upon program launch.

SLO-5. Pass the credentialing examination to become a Board Certified Behavior Analyst.

MEASURE: The Behavior Analyst Certification Board provides all programs with a Verified Course Sequence with data on the number of applicants from an institution who sat for and passed the Board Certified Behavior Analyst examination. The exam consists of 150 multiple choice questions and test taker are given up to 4 hours to finish.

CRITERION: The criterion to pass the exam is determination by the Behavior Analyst Certification Board. An individual is only eligible to sit for the examination after

graduating, thus, there will be no contingencies in place for our students. However, the pass rate data are viewed as a quality indicator of accredited programs, and as such, pass rate data will be used as one measure of the quality of our classroom instruction and practicum experiences.

ASSESSMENT: Pass rate data are made available annually, provided that a minimum of seven individuals from one institution sit for the exam. If fewer than seven people sit for the exam in one year, pass rate data are withheld until at least seven people sit for the exam.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 3: Student Competencies Assessment

This appendix describes the quantitative and qualitative ways that students in the M.A. Applied Behavior Analysis program will be assessed in their courses, which are aligned with the program objectives described previously.

Quantitative assessment

- Maintenance of a 'B' or better cumulative GPA.
- Quizzes, mid-term, and/or final examinations as appropriate.
- Practical examinations to evaluate competency with applied behavior analytic instruments and techniques.
- Written project analyses and/or case studies.
- Written assignments, including in-class writing assignments and research papers that require students to conduct independent analysis.
- Oral assignments that include both presentation of individual or group work and critiquing the work of others.
- Experiential learning opportunities as offered through faculty-led research opportunities and field experiences.
- The Capstone project (preparing the manuscript, running the study or experiment, defending the project at an oral defense).

Qualitative assessment

- Academic advising at the program level to ensure students maintain academic and program expectations to proactively head off potential obstacles to success.
- Individual, peer-group, and/or in-class critiques of student work.
- Direct engagement between faculty and students in classroom, practicum placements, or online platforms.
- Practicum (PSYC 693, PSYC 694) and capstone courses (PSYC 793, PSYC 794) during which students gain hands on experience in the practice of Applied Behavior Analysis (practicum courses) and conduct a structured independent research effort to develop a scholarly or professional paper demonstrating their critical thinking skills, analytical capabilities, and/or accumulated technical expertise as a practitioner of Applied Behavior Analysis.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 4: M.A. Applied Behavior Analysis Degree Requirements

The required core curriculum of the M.A. in Applied Behavior Analysis (36 credits) is as follows:

PSYC 605 Learning and Cognition (3)

PSYC 615 Methods in Applied Behavior Analysis (3)

PSYC 693 Practicum I in Applied Behavior Analysis Interventions (3)

PSYC 616 Measurement in Applied Behavior Analysis (3)

PSYC 663 Ethics for Applied Behavior Analysts (3)

PSYC 694 Practicum II in Applied Behavior Analysis Interventions (3)

PSYC 669 Organizational Behavior Management (3)

PSYC 617 Applied Behavior Analysis in Developmental Disabilities (3)

PSYC 793 Interventions in Applied Behavior Analysis I (3)

PSYC 662 Verbal Behavior (3)

PSYC 655 Advanced Topics in Applied Behavior Analysis (3)

PSYC 794 Interventions in Applied Behavior Analysis II (3)

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 5: M.A. in Applied Behavior Analysis Course Names and Descriptions

PSYC 605: Learning and Cognition (3)

A systematic survey of research and theory about learning and cognition from a variety of perspectives. Topics include reinforcement, discrimination, respondent conditioning, attention, memory, and language. Special attention is given to the role of these processes in problems of human behavior.
Co- or Prerequisite: PSYC 615.

PSYC 615: Methods in Applied Behavior Analysis (3)

This course treats behavioral interventions for establishing, strengthening, and maintaining functional behavior (e.g., communication skills) and reducing aberrant behavior (e.g., self-injury), and it examines the experimental foundations of assessment and intervention methods, including research on multiple sources of behavior. By integrating clinical research and practice, it also prepares students for the practicum and intervention sequences in the Applied Behavior Analysis Program.
Co- or Prerequisite: PSYC 605.

PSYC 693: Practicum I in Applied Behavior Analysis Interventions (3)

This sequence provides students with basic competencies relevant to increasing functional behavior (e.g., communication skills) and decreasing maladaptive behavior (e.g., self-injury). Experience with basic behavioral interventions will include procedures such as shaping and chaining, arranging differential consequences of behavior and manipulating antecedent stimuli. Pass/fail grading only.
Co- or Prerequisite: PSYC 615.

PSYC 616: Measurement in Applied Behavior Analysis (3)

This course provides a basic understanding of systematic data collection and analysis methods used in applied behavior analysis to make informed (data-driven) clinical decisions. The course covers behavioral assessment strategies and topics, including sampling and observation methods, inter-observer agreement and behavioral inter-viewing. It also covers data-analysis methods for systematically answering clinical questions with individual clients, including functional analysis, graphical data analysis and reversal, multiple-baseline and multi-element designs.
Prerequisite: PSYC 615

PSYC 663: Ethics for Applied Behavior Analysts (3)

This course provides a comprehensive review of the Ethical Guidelines established by the Behavior Analyst Certification Board and codes of conduct for behavior analysts in the field of Applied Behavior Analysis. Behavioral intervention for children is a Human Services field. Practitioners and researchers make decisions that can significantly impact the lives of the people with whom they work, and their families. Further, individuals with

intellectual and developmental disabilities frequently receive services from other disciplines. This means that behavior analysts must operate in a manner that is professional while providing the most empirically supported ethical interventions.
Prerequisite: PSYC 605.

PSYC 694: Practicum II in Applied Behavior Analysis Interventions (3)

This sequence provides students with basic competencies relevant to increasing functional behavior (e.g., communication skills) and decreasing maladaptive behavior (e.g., self-injury). Experience with basic behavioral interventions will include procedures such as shaping and chaining, arranging differential consequences of behavior and manipulating antecedent stimuli. Pass/fail grading only.
Co- or Prerequisite: PSYC 615.

PSYC 669: Organizational Behavior Management (3)

This course provides students with a behavior-analytic conceptualization of organizational behavior and the underlying research on applied interventions in a variety of organizational settings. The course places a premium on personnel, supervision, and management.

PSYC 617: Applied Behavior Analysis in Developmental Disabilities (3)

This course will introduce students to biological, genetic, and environmental factors associated with intellectual and developmental disabilities that are commonly encountered by behavior analysts. An Understanding of the range of disabilities will be developed and the primary strengths and deficits associated with specific disabilities will be emphasized. This course will focus on both the practice and the science of working with individuals with disabilities, from a behavior analytic perspective.

PSYC 793: Interventions in Applied Behavior Analysis I (3)

This intervention sequence is designed to help students develop independent intervention skills relevant to applied behavior analysis. The student will apply behavioral principles and methods to a problem of social importance (e.g., clinical, educational, organizational) by carrying through all stages of a program with a client, from assessment and design through intervention and evaluation of outcome. After designing and implementing the intervention program, the student will describe the methods and outcomes in a presentation and also in a written format appropriate to journals that publish research or clinical investigations in behavior analysis.
Prerequisites: PSYC 616 and PSYC 693-PSYC 694.

PSYC 662: Verbal Behavior (3)

Current empirical and theoretical matters relevant to the functional analysis of verbal behavior, within an applied behavior analytic framework. Students will be introduced to

the basic verbal operants and to experimental operations designed to teach the basic verbal operants.

PSYC 655: Advanced Topics in Applied Behavior Analysis (3)

This course offers advanced coverage of special topics, including interventions concerned with communication skills in the developmentally disabled, management of self-injury and other dangerous behavior problems, feeding disorders, autism, etc. Students will demonstrate skills in literature search and integration of the literature by writing reviews and giving presentations on specific topics.
Prerequisite: PSYC 616.

PSYC 793: Interventions in Applied Behavior Analysis II (3)

This intervention sequence is designed to help students develop independent intervention skills relevant to applied behavior analysis. The student will apply behavioral principles and methods to a problem of social importance (e.g., clinical, educational, organizational) by carrying through all stages of a program with a client, from assessment and design through intervention and evaluation of outcome. After designing and implementing the intervention program, the student will describe the methods and outcomes in a presentation and also in a written format appropriate to journals that publish research or clinical investigations in behavior analysis.
Prerequisites: PSYC 616 and PSYC 693-PSYC 694.

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 6: UMBC Student Practicum/Field Experience Evaluation

Student Name:

Student year: 1 2

This document covers the following evaluation period (please circle):

Mid-Fall End-Fall Mid-Spring End-Spring

Supervisor Name:

Please check the experiences conducted during this period:

_____ Conducting assessments related to behavioral intervention

_____ Operational definitions

_____ Review of articles (please list)_____

_____ Planning of behavioral interventions (procedures and design)

_____ Overseeing behavioral intervention implementation

_____ Capstone planning (please describe below and explain in comments)

_____ Caregiver Training

_____ Attending meetings related to behavioral program

_____ Other (please describe)

_____

_____

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Evaluation of Supervisee Performance

S-satisfactoryNI-needs improvement U-unsatisfactory N/A- Not applicable

	S	NI	U	N/A
Arrives on time for supervision				
Maintains professional interactions with clients/consumers				
Maintains professional interactions with service providers				
Maintains professional interactions with co-workers				
Maintains appropriate attire and demeanor				
Initiates professional self-improvement				
Accepts supervisory feedback appropriately				
Seeks supervision appropriately				
Timely submission of written documentation				
Communicates effectively (written)				
Communicates effectively (oral)				
Demonstrates appropriate sensitivity to nonbehavioral providers				
Supervisee self-detects personal limitations				
Supervisee self-detects professional limitations				
Acquisition of target behavior-analytic skills				
Overall Evaluation				

Note: Please include additional comments for any “NI” or “U” scores.

Comments (please include an additional page if necessary):

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 7

Capstone Manuscript Rubric and Capstone Presentation Rubric

1. Literature review

Relevant and up-to-date literature cited and accurately described.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Take-home points and limitations of prior research clearly described.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Literature review logically leads to the purpose of the study.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Purpose clearly stated.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

2. Method

Dependent Variable(s)

Operational definition(s) clear

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Data collection method appropriate and clearly described

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

IOA (appropriate method, clear description, sufficient number of observations with IOA and sufficient level [20%+, IOA above 80%))

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Independent Variable Manipulation

IV clearly described

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

IV integrity measures included; measures appropriate (all relevant components measured) and obtained during at least 20% of sessions in each condition.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Experimental Design

Appropriate and clearly described

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Social Validity

If appropriate, did the study included measures to determine participant, caregiver, and/or teacher preference for intervention?

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

3. Results

Visual analysis results accurately described in narrative (and statistics are appropriate if presented)

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Graphs are easily interpretable and in accordance with *JABA* guidelines

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

4. Discussion

Summary and interpretation of effects (or non-effects)

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Possible behavioral mechanisms addressed; discussion points linked to prior research

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Limitations

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Future studies

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

5. APA style

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

1. PowerPoint Aesthetics: Was the font size in the presentation readable? Were only bullets used (no long sentences)? Were visuals used when appropriate? Were there grammatical or typographical errors?

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

2. Presentation: Was language professional and respectful? Were presentation elements introduced in a way that controlled the attending of audience members? Did the presentation extend past the time limit? Was the presentation pace hurried?

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

3. Students ability to answer questions about the topic.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

4. Students ability to speak to the significance of the project.

0	1	2	3	4	X
Failure	Poor	Acceptable	Good	Excellent	Not applicable

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 8

Master Training Affiliation Agreement with the Kennedy Krieger Institute

Kennedy Krieger Institute

MASTER TRAINING AFFLIATION AGREEMENT
University of Maryland, Baltimore County

This Agreement is made this 1st of June, 2022 between **University of Maryland, Baltimore County** located at 1000 Hilltop Circle, Baltimore, Maryland 21250. and Kennedy Krieger Institute (hereinafter "KKI") located at 707 North Broadway, Baltimore, Maryland 21205.

Overview

University of Maryland, Baltimore County and the Kennedy Krieger Institute (KKI) are committed to the development of undergraduate and graduate students who are prepared to advance the prevention and treatment of physical and mental health disorders and promote overall public health. The purpose of the program is to provide a training studentship that is consistent with the goals of each institution.

KKI is an internationally recognized facility dedicated to improving the lives of children, adolescents and **University of Maryland, Baltimore County** is committed to outstanding quality education of future academicians who display a commitment to (1) the development of knowledge and leadership skills, (2) the practice of the highest ethical principles and professional behaviors, and (3) the promotion of diversity in leadership roles.

Both institutions are committed to the development and support of partnerships with the community to foster collaborative outreach and education programs. No student shall be discriminated against on the basis of race, religion, color, national origin, sex, marital status, sexual orientation, age, creed, gender, pregnancy, ancestry, gender identity or expression, physical or mental disability or handicap, or veteran status.

Purpose

This studentship will provide an opportunity for undergraduate and graduate students to participate in a collaborative university research and clinical educational program emphasizing the integration of clinical practice, leadership, and applied research.

Description of the Studentship

The studentship will consist of a variety of tasks which may include:

- participating in mentored clinical, research, community engagement and advocacy training opportunities
- receiving regular mentorship by professionals and/or faculty at KKI, Johns Hopkins University and University of Maryland, Baltimore County
- participating in KKI interdisciplinary training activities as appropriate
- developing and conducting clinical, leadership, and research activities with KKI professionals, Johns Hopkins University, and University of Maryland, Baltimore County faculty
- participating in community public health activities
- participating in learning seminars
- presenting the student's research findings in poster or plenary format

Students must agree to:

- abide by KKI rules and regulations
- maintain full-time enrollment in University of Maryland, Baltimore County
- maintain personal health insurance coverage, and
- maintain a GPA of 2.5 or higher (depending on the program)

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 9

Full-time Faculty Supporting the M.A. in Applied Behavior Analysis

The Psychology faculty listed below supporting the M.A. in Applied Behavior Analysis are full-time regular faculty with expertise in Applied Behavior Analysis and adjuncts who have a history of teaching, supervising, and mentoring our students. Specific course/teaching assignments have not yet been made and change on a regular basis. Additional faculty, including full-time, part-time, and/or adjuncts may be included in the future to support instructional needs as needed.

Instructor	Highest Degree Earned, Field, Institution	Rank	Courses Taught
John C. Borrero	Ph.D., BCBA-D, Experimental Analysis of Behavior, University of Florida	Professor Full time	PSYC 617 PSYC 655 PSYC 693 PSYC 694 PSYC 793 PSYC 794
Mirela Cengher	Ph.D., BCBA-D, Behavior Analysis, The Graduate Center, City University of New York, New York	Assistant Professor Full time	PSYC 616 PSYC 662
Matthew Novak	Ph.D., BCBA-D, Applied Behavioral Science, University of Kansas	Assistant Professor Full time	PSYC 605 PSYC 669
Carrie S. W. Borrero	Ph.D., BCBA-D, Experimental Analysis of Behavior, University of Florida	Adjunct Associate Professor	PSYC 615 PSYC 663
Michelle Frank-Crawford	Ph.D., BCBA-D, Applied Developmental Psychology, University of Maryland, Baltimore County	Adjunct Assistant Professor	Coverage on an as needed basis.

Appendix 10

Table 1 Program Resources

Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated funds	$0	$0	$0	$0	$0
2. Tuition/fee Revenue (c + g below)	$344,250	$297,845	$438,258	$526,640	$588,934
a. Number of F/T Students	25	21	30	35	38
b. Annual Tuition/Fee Rate	$13,770	$14,183	$14,609	$15,047	$15,498
c. Total F/T Revenue (a x b)	$344,250	$297,845	$438,258	$526,640	$588,934
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$765	$788	$812	$836	$861
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1-4)	**$344,250**	**$297,845**	**$438,258**	**$526,640**	**$588,934**

Program Proposal: M.A., Psychology—Applied Behavior Analysis, UMBC

Appendix 11

Table 2 Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	1.00	1.00	1.00	1.00	1.00
b. Total Salary*	$0	$0	$0	$0	$0
c. Total benefits*	$0	$0	$0	$0	$0
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total benefits	$0	$0	$0	$0	$0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total benefits	$0	$0	$0	$0	$0
4. Technical Support and Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (add 1-7)	$0	$0	$0	$0	$0

* The program will be taught by existing faculty and with existing support services, as such there are no new faculty costs.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, Baltimore County (UMBC) Proposal for a Master of Science (MS) in Applied Data Science

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 4, 2025

SUMMARY: The UMBC Department of Computer Science and Electrical Engineering (CSEE) proposes a new Master of Science (MS) in Applied Data Science to replace the current Data Science track in the Master of Professional Studies. Designed as a rigorous, course-based, non-thesis program, the M.S. in Applied Data Science will consist of 10 courses (30 credits), including six core and four elective courses. Core courses will emphasize practical, applied skills, while electives will allow for specialization in areas aligned with students' interests and career goals.

The DMV has a regional demand for data scientists that is higher than the national average. Offered at UMBC's Catonsville campus, this program will be an affordable and accessible path to careers in data science. Innovation, entrepreneurship, and collaboration with industry and public agencies is fundamental to the program. Graduates will have in-demand skills for careers in technology, healthcare, finance, public policy, and government, supporting regional economic development and workforce supply. The program is forward-looking, preparing students with the skills and knowledge they need to adapt to evolving technologies and industries throughout their careers. UMBC is well-positioned to offer this program and contribute to meeting this timely regional workforce need.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fee revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from UMBC to offer the MS in Applied Data Analysis.

COMMITTEE RECOMMENDATION:	DATE: September 4, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Office of the Provost
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

PHONE: 410.455.2333
FAX: 410-455-1107
www.umbc.edu

August 1, 2025

Jay Perman, M.D.
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Perman:

UMBC's Department of Computer Science and Electrical Engineering is pleased to submit a proposal to establish a Master of Science (M.S.) in Applied Data Science.

The M.S. in Applied Data Science will combine advanced teaching methods with state-of-the-art tools, offering rigorous academic training and hands-on, real-world projects. The program will prepare students for careers in high-demand fields such as technology, healthcare, finance, and government, with a strong foundation in data science applications across science, engineering, IT, and public policy. Emphasizing innovation, entrepreneurship, and collaboration with public and private partners, the program will support economic development and the commercialization of new ideas. It will be delivered at UMBC's Catonsville campus, offering students an affordable and accessible pathway to gain expertise in a field that is essential to Maryland's economic and technological future.

Thank you very much for your consideration of this request.

Sincerely,

Manfred H. M. van Dulmen
Provost and Senior Vice President for Academic Affairs

Cc: Crystal Williams, Assistant Vice Provost for Curriculum Development
Yonatan Harris, Executive Assistant to the Vice Provost for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

UMBC
Institution Submitting Proposal

Applied Data Science
Title of Proposed Program

Master of Science (MS)
Award to be Offered

Spring 2026
Projected Implementation Date

070799
Proposed HEGIS Code

30.7001
Proposed CIP Code

Department of Computer Science and Electrical Engineering
Department in which program will be located

Crystal Williams
Department Contact

410-455-3862
Contact Phone Number

Crysw1@umbc.edu
Contact E-Mail Address

Manfred H. M. van Dulmen
Provost and Senior Vice President
for Academic Affairs

6/9/2025
Date

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	UMBC

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Off Campus Program
- ( ) Substantial Change to a Degree Program
- ( ) Substantial Change to an Area of Concentration
- ( ) Substantial Change to a Certificate Program
- ( ) Cooperative Degree Program
- ( ) Offer Program at Regional Higher Education Center

Payment Submitted: (●) Yes ( ) No | Payment Type: (●) R*STARS # 3207367 ( ) Check # | Payment Amount: 850.00 | Date Submitted: 08/01/2025

Department Proposing Program	Department of Computer Science and Electrical Engineering
Degree Level and Degree Type	Graduate, Master of Science (MS)
Title of Proposed Program	Applied Data Science
Total Number of Credits	30
Suggested Codes	HEGIS: 070799 CIP: 30.7001
Program Modality	(●) On-campus ( ) Distance Education (fully online) ( ) Both
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	( ) Fall (●) Spring ( ) Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://catalog.umbc.edu/
Preferred Contact for this Proposal	Name: Crystal Williams Title: Assistant Vice Provost for Curriculum Development Phone: 410-455-8907 Email: crysw1@umbc.edu
President/Chief Executive	Type Name: Manfred H. M. van Dulmen Provost and Senior Vice President for Academic Affairs Signature: [signature] Date: 6/04/2025
	Date of Approval/Endorsement by Governing Board:

Revised 4/2025

University of Maryland Baltimore County (UMBC)
Master of Science (M.S.) in Applied Data Science Narrative

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including and how it relates to the institution's approved mission

The UMBC Department of Computer Science and Electrical Engineering (CSEE) proposes to launch a Master of Science (M.S.) in Applied Data Science. Upon final approval, after a short transition period, the proposed M.S. in Applied Data Science will replace the existing Data Science track in the M.P.S. in Professional Studies as UMBC's primary graduate degree in the data science domain. The rigorous nature of our master's and doctoral programs is consistent with UMBC's role as one of three principal centers for research and doctoral-level training in the University System of Maryland (USM) as an R-1 (Very High) Carnegie classification. The CSEE department and College of Engineering and Information Technology (COEIT) work closely with their respective advisory boards and UMBC's Office of Institutional Advancement to build external relations to make sure that we are responsive to the regional and national needs of our industry stakeholders and providing affordable, accessible ways to effectively enhance the professionalism and diversity of Maryland's data science workforce.

Offered at UMBC's campus in Catonsville, the proposed M.S. in Applied Data Science will be a non-thesis, course-based degree consisting of 10 courses/30 credits, with six core and four elective courses. Core courses focus on the practical and applied aspects of data science. Elective courses allow students to dive deeper or specialize in more granular topics that are relevant to their personal interests or professional needs.

Table 1: List of frequently used abbreviations and their full names.

Abbreviation	Full Name
COEIT	College of Engineering and Information Technology
CSEE	Computer Science and Electrical Engineering
DOIT	Division of Information Technology
DPS	Division of Professional Studies
M.S.	Master of Science
M.P.S.	Master of Professional Studies
UMBC	University of Maryland Baltimore County
USM	University System of Maryland

The program will integrate advanced teaching methodologies with cutting-edge tools of data science. Students will not only receive rigorous academic training but also engage in real-world projects, benefiting both the university community and the citizens of Maryland. The program will provide academically talented students with a strong foundation in data science, preparing them for further graduate and professional study in specialized fields. Graduates will be equipped with the skills and knowledge necessary for professional careers in data science-related industries. By focusing on areas such as science, engineering, information technology, econometrics, and public policy, the program will contribute directly

to the economic development of the state and region. Graduates will be equipped with highly sought-after skills that are essential for driving innovation and growth in industries such as technology, healthcare, finance, and government. The program will foster an entrepreneurial mindset among students, encouraging them to innovate and create new solutions using data science technologies. Through collaborations with public agencies and the corporate community, students will have opportunities to commercialize their ideas and contribute to the development of new products and services. UMBC is dedicated to fostering a diverse and inclusive learning environment, and the M.S. in Applied Data Science program will reflect this commitment by welcoming students from diverse cultural and ethnic backgrounds. Additionally, the program will promote lifelong learning by providing students with the skills and knowledge they need to adapt to evolving technologies and industries throughout their careers.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority

As presented in the USM 2020 Strategic Plan's Theme 2: Maryland's Economic Development and the Health and Quality of Life of Its Citizens-Ensuring Maryland's Competitiveness in the New Economy, a major goal is to enhance programs essential to the state's overall competitiveness in critical areas such as STEM, education, health care, data science. The USM Strategic Plan also provides a call to "Fuel Maryland's knowledge-based economy and enhance the quality of life of its citizens by increasing the number of graduates produced in workforce areas that are key to the state's ability to thrive and compete (including STEM, education, nursing, health care, data science, and other disciplines) and promoting improved health care and other critical services." (p.16) By launching this new graduate degree program, UMBC expects to continue directly contributing to USM's strategic priorities by creating a new graduate degree to help meet these critical needs in the State and region.

UMBC's Strategic Plan declares "UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland ... UMBC contributes to the economic development of the state and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning" (p.5). Data-related initiatives are identified as an institutional priority, which UMBC is already actively involved with through innovative education, research, and assorted local, regional, and global partnerships. These goals are reflected in UMBC's institutional priorities and aligned with the USM's 2020 Strategic Plan and the 2022 MHEC Statewide Plan[1].

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

The program will be funded entirely through tuition revenues managed by the Division of Professional Studies (DPS). Additional support services such as technology support, library services, marketing, and related academic/program support will be drawn from UMBC's existing institutional capabilities. Special learning experiences, research opportunities, and/or technologies for students may be funded through faculty-led grant efforts, such as UMBC's federal Scholarship-for-Service program, and/or obtained via internships with local companies or government organizations, including BWTECH.

[1] http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf (visited April 3, 2024)

4. **a) Provide a description of the institution's a commitment to ongoing administrative, financial, and technical support of the proposed program.**

Data-related studies like data science are an institutional priority under UMBC's Strategic Plan. As such, and since data science across government and industry sectors continues to be a critical concern for Maryland and the world, UMBC is committed to providing the necessary administrative, financial, and technical support to launch, grow, and sustain this master's in applied data science. Technical support for students and faculty is available through Blackboard and other web-based technologies supported by UMBC's Division of Information Technology (DOIT), in-class time, and faculty office hours.

b) Provide a description of the institution's a commitment to continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The launch of this new graduate degree will present no challenge or obstacles to currently enrolled (or future) students from completing their graduate studies in data science at UMBC.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. **Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.**

UMBC's first graduate data science program, the Data Science track in the Master of Professional Studies (M.P.S.), was launched in response to a critical and compelling regional need for qualified data science professionals. This initiative was driven by a focus group consultation, which included input from federal, state, and local employers in the Baltimore and Washington metropolitan areas, who identified a growing demand for skilled talent in the field of data science. At the time of its launch, there were limited graduate programs in data science within Maryland, making UMBC's program a vital resource for meeting the increasing workforce demand for data scientists. The program was strategically designed to address this need and is now offered at UMBC's Main Campus.

2. **Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education**.

The 2022 MHEC Statewide Plan[1] recognizes data science and IT fields as key industries for Maryland's development, highlighting the importance of public universities like UMBC offering such in-demand programs. This not only provides affordable and accessible education but also creates a robust pool of highly educated future employees to meet critical workforce needs in the state. Furthermore, offering a graduate degree in data science aligns with MHEC's goals and guidance, reflecting Maryland's higher education priorities. The program supports lifelong learning and career development for working professionals, reinforcing its relevance in the rapidly evolving field of data science.

The 2022 MHEC Statewide Plan also emphasizes the need for expanded STEM and data science education in Maryland, a goal that UMBC's Data Science program directly supports. Initiatives and legislation from the state government, such as the establishment of the Maryland Institute for Innovative Computing (MIIC) and the Maryland Technology Internship Program (MTIP), further enhance UMBC's commitment to preparing students for real-world data science challenges and opportunities within the state.

The 2022 State Plan for Higher Education was ratified by the Maryland Higher Education Commission on June 22, 2022. In January 2024, the Governor also issued an executive order on digital services[2]. The latter executive order provides detailed guidance on the responsible and ethical use of AI and Data. It also establishes an AI Subcabinet tasked with developing and implementing a comprehensive AI action plan to operationalize the State's AI principles and establish appropriate "guardrails" for agencies' use of AI. Additionally, the AI Subcabinet will promote AI knowledge, skills, and talent in state government, further driving demand for Data Science programs. In the closely related field of AI and Machine Learning, Governor Moore has announced significant initiatives to revitalize state government and modernize Maryland's Department of IT Services and Operations, positioning Maryland at the forefront of cutting-edge and emergent technology to better serve the state. This includes the appointment of a first-ever AI advisor to oversee Maryland's AI strategy[3,4].

The data science field presents ongoing and compelling needs in the region, and UMBC's M.S. in Applied Data Science is well-positioned to address these needs by fostering knowledge advancement and addressing critical societal demands. Leveraging UMBC's established reputation and a flexible curriculum, the program is poised to meet the growing demand for skilled data science professionals, directly supporting the goals of the 2022 MHEC Statewide Plan and USM Strategic Plan. UMBC's commitment to innovation and education in data science allows prospective students to upgrade their skills to meet the evolving job market requirements, ensuring that Maryland remains competitive in the data science industry.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. The Master's in Applied Data Science program will open up various employment opportunities in the rapidly growing field of data science. Graduates can pursue careers in technology, finance, healthcare, government, and education. The table below lists some potential job roles and their expected entry levels:

Table 2: A list of potential job roles of the future graduates of the proposed program.

Job Title	Expected entry level and responsibilities
Data Scientist	Entry Level: Junior Data Scientist, Data Analyst Responsibilities: Analyzing data, building predictive models, presenting insights to stakeholders
Data Analyst	Entry Level: Junior Data Analyst, Statistical Assistant Responsibilities: Collecting and analyzing data, reporting findings to businesses, identifying trends and patterns

[2] https://governor.maryland.gov/news/press/pages/governor-moore-announces-action-to-transform-maryland-executive-branch-digital-services.aspx (visited April 3, 2024)

[3] https://governor.maryland.gov/news/press/pages/governor-moore-announces-major-action-to-rebuild-state-government-and-modernize-maryland-department-of-information-technolo.aspx (visited April 3, 2024)

[4] https://baltimorefishbowl.com/stories/marylands-it-department-adds-new-roles-including-leaders-in-ai-and-accessibility/ (visited April 3, 2024)

Data Manager	Entry Level: Data Project Manager, Junior Data Manager Responsibilities: Overseeing data flow and processes, ensuring data integrity, managing data architecture
Data Architect	Entry Level: Junior Data Architect Responsibilities: Designing and implementing data architecture, managing databases, ensuring data security
Data Engineer	Entry Level: Junior Data Engineer Responsibilities: Preparing raw data for analysis, developing data architecture and tools, testing and maintaining data systems
Business Analyst	Entry Level: Junior Business Analyst Responsibilities: Analyzing business processes, identifying opportunities for improvement, communicating technical information to businesses
Software Engineer	Entry Level: Junior Software Engineer, Software Development Intern Responsibilities: Designing and developing software systems, maintaining software applications, collaborating on software projects
Machine Learning Engineer	Entry Level: Machine Learning Engineer, Machine Learning Solutions Lead Responsibilities: Developing AI systems and machines, applying machine learning algorithms, testing and launching advanced tools
Data Modeler	Entry Level: Data Modeler, Modeling Geologist Responsibilities: Building database blueprints, ensuring data accessibility and usability, consulting with executives on data standards

These roles offer a wide range of opportunities for individuals with skills in data analysis, programming, statistics, and machine learning.

2. At the global level, Forbes[5] projects that the data science market will reach $407 billion by 2027 and is expected to contribute a substantial 21% net increase to the United States GDP by 2030. Furthermore, 64% of businesses believe that data science will enhance their overall productivity, indicating growing confidence in its transformative potential.

   Our region, the National Capital Region comprising MD-DC-VA, has become the nation's second-largest hub for data science-related employment, trailing only California. This surge is primarily propelled by a comprehensive adoption of AI within federal government agencies, including the Department of Defense (DoD), and by private sector providers of defense and aerospace products, software, and services.

   According to a recent report[6], the National Capital Region accounted for 7.54% of AI job postings, which was approximately half the share of IT job postings (14.05%) and slightly higher than its share of all job postings (6.36%) in 2018. By 2023, the situation underwent a significant change. The region's portion of AI job postings rose to 12.63%, ranking second only to California's 19.03%. This figure now aligns closely with the region's share of IT job postings (12.77%) and is more than double its share of all job postings (5.83%).

[5] https://www.forbes.com/advisor/business/ai-statistics/#sources_section

[6] UMD-LinkUp AI Maps, "From West to the Rest: Growing Geographic Dispersion of AI Jobs in America," page 15, Jan. 2024.

This surge in demand is fueled by widespread adoption of AI across various U.S. federal government agencies, including the Department of Defense. Many key suppliers of equipment, software, and services to federal agencies and the DoD are located in the MD-DC-VA region. Notable companies include Northrop Grumman, Lockheed Martin, Huntington Ingalls, Booz Allen Hamilton, Accenture, and Deloitte. Additionally, the region is home to Amazon HQ2 and Capitol One's corporate headquarters.

Data from Stanford University's AI Annual Report[7] show significant growth in data science-related job openings in Maryland, making it one of the leading states in AI job gains between 2018 and 2023.

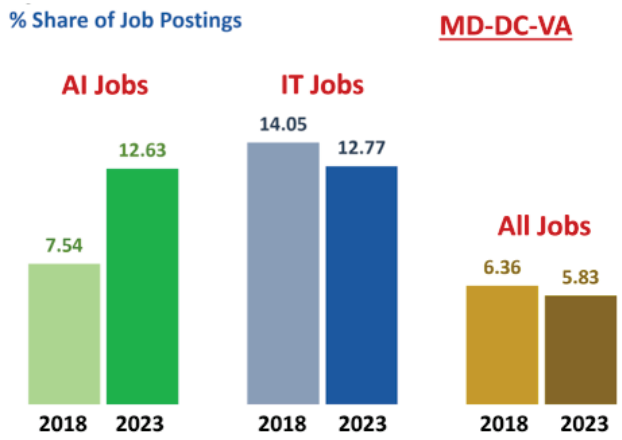


Figure 1: Number of artificial intelligence (AI) and information technology (IT) jobs in National Capital Region 2018 vs. 2023. Source: https://www.aimaps.ai/download/whitepaper-sheets/from-west-to-the-rest-(white-paper1).pdf

According to Lightcast, a labor market analytics tool, the Baltimore and Washington DC metropolitan areas are hotspots for data science-related jobs. When queried about the number of job postings over the past 10 years for data science, Lightcast[8] reported that there were 4,848 job postings in the Baltimore and Washington DC MSAs, as compared to 1,333 for the national average, showing that the regional demand for data scientists was much higher than the national average.

3. In October 2023, President Joe Biden and Secretary of Commerce Gina Raimondo designated Baltimore as one of 31 "federal tech hubs." This designation[1] will unlock tens of millions of dollars in funding across the region, part of a nationwide initiative aimed at maintaining American competitiveness in various technological fields. Following this announcement, Baltimore anticipates significant advancements in machine learning, artificial intelligence, and biotechnology, particularly focusing on leveraging data to inform clinical decisions and enhance patient outcomes. With this designation, our city becomes eligible for approximately $500 million in federal funds allocated for projects in the area over the next five years. According to the Greater Baltimore Committee[9], this tech hub designation is projected to generate $3.2 billion in economic impact and create 52,000 jobs over the next five years. Therefore, it's imperative to provide training for business professionals, particularly in the application of AI within the biotech sector, to support our local economy.

[7] https://aiindex.stanford.edu/report/
[8] https://professionalprograms.umbc.edu/data-science/job-data-data-science/
[9] https://gbc.org/greater-baltimore-committee-issues-rfp-for-new-regional-brand-narrative/ (visited April 3, 2024)

4. The table below shows the number of students enrolled in the Data Science track of the MPS from 2020 to 2024. The rapid increase in the early years was due to the rising demand for data science professionals and there were not many graduate programs focusing on data science. Since 2020, the number of graduate programs in data science increased exponentially, please see figure below.

Table 3: Number of graduate data science students at UMBC since 2020.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
No. of students	158	274	525	609	424

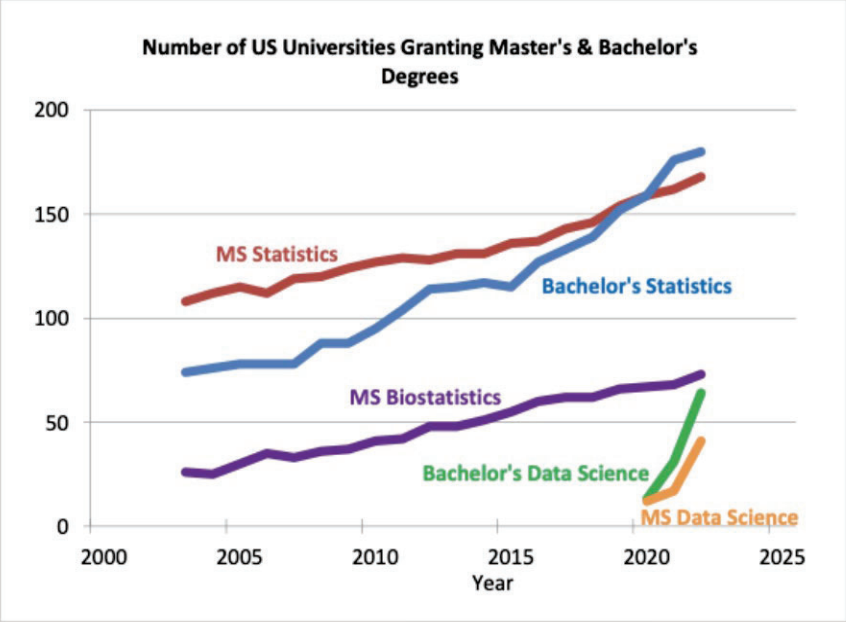


Figure 2: The number of universities granting statistics, biostatistics, and data science master's and bachelor's degrees. Compiled from NCES IPEDS data. Source: https://magazine.amstat.org/blog/2023/12/01/degreesstats2022/

For Fall 2024, we have received more than 1400 applications for the Data Science track of the existing MPS program. Because of constrained resources, we admitted a small fraction of them. We expect and plan to keep the number of newly enrolled students around 100 in the following five years of the proposed new MS program.

D. Reasonableness of Program Duplication:

1. UMBC's DPS identified and compared data science programs in the region. UMBC believes that this proposed M.S. in Applied Data Science program aligns with and supports the 2022 MHEC Statewide Plan and USM's Strategic Plan. While some program overlap may exist with other data science programs, UMBC's goal is to offer flexibility, affordability, and accessibility to students looking to upgrade their skills and meet the growing workforce demands.

2. A comparison of regional programs with UMBC's proposed M.S. in Applied Data Science is provided in Appendix 2.
3. UMBC, as a Center of Academic Excellence, is well-positioned to offer this M.S. in Applied Data Science program, which equips students with the necessary skills for data-driven careers in management, analysis, research, and more.
4. As described in sections B and C, there is very strong market demand in the MD-DC region for master's trained data scientists. Some of this need is already being filled by UMBC's existing Data Science track in the Master of Professional Studies. This is a proposal to transform the existing program into the MS format, with no plans to increase enrollment and thus no harm to other existing data science programs as UMBC continues to meet the part of the strong market demand for graduates that it is already meeting.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs):

1. We identified two recently established graduate data science programs at HBIs. One is at Morgan State University (MSU), and the other is at University of Maryland Eastern Shore (UMES).
2. MSU's program has a stronger focus on data visualization, while UMBC's proposed program has a more general focus on data science. Students in the MSU program take four to five course per semester and complete the program in one year. The UMBC program is designed for working professionals to take two to three courses and complete the program in two years. With no increase in enrollment planned for the proposed UMBC M.S. in Applied Data Science over the existing Data Science track in the UMBC MPS, we anticipate no impact or harm to the program at MSU.
3. In addition to having very little overlap, the M.S. in Data Science offered at UMES is in a different geographical location and best suited to serve the needs of Maryland's population in the Delmarva peninsula, whereas UMBC is better suited for students residing in the greater Baltimore metropolitan region. We anticipate no impact or harm to the UMES program.
4. While some other related programs may exist, UMBC's program focuses on the interdisciplinary nature of data science, providing students with a broad skill set to excel in the field.

F. Relevance to the identity of Historically Black Institutions (HBIs):

1. The proposed new program in Applied Data Science merely transforms the current track in the MPS to an MS and is not expected to impact the identity or mission of any HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. This practitioner-oriented curriculum was developed by faculty within the UMBC Department of CSEE, drawing upon their expertise in the areas of data science and related disciplines. CSEE's industrial advisory board members also provide expert insights that inform the program. Program faculty, as subject-matter experts, also regularly discuss emerging trends or current events that may require updating or creation of curricular modules and/or incorporating specialized instructional tools/platforms such as Python, R, Jupyter, Hadoop, Spark, and other data science tools into the curriculum.

   The M.S. in Applied Data Science will be overseen by a full-time Graduate Program Director (GPD) and four full-time members of the CSEE faculty with a strong background in data science. The GPD, as a direct report to the Chair of Computer Science and Electrical Engineering, is supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related issues. The GPD also works with the UMBC DOIT, CSEE's IT office, DPS IT staff, and other campus leaders on technology innovations related to the program or any new learning capabilities/platforms deployed, such as data science labs and data analysis environments. The Data Science Graduate Program Director is a member of the Computer Science

Graduate Committee and works with that committee on areas of mutual interest and oversight, including recruiting, cross-program collaboration, new course ideas, and program innovations.

2. The curriculum in the M.S. in Applied Data Science program will offer a comprehensive foundation in data science principles and practices, beginning with an introduction to the field where students learn the essential concepts and tools. Students will then delve into data analysis and machine learning, gaining skills to build and evaluate models. Big data processing platforms are explored to handle large datasets efficiently, and data management techniques are taught to ensure data integrity and accessibility. A course in probability and statistics equips students with the necessary quantitative skills, culminating in a capstone project that allows students to apply their knowledge in a practical, real-world scenario.

   Students will be able to tailor their education by selecting at least four electives from the ten different pathways offered in varying formats. The pathways are:

   - Advanced computing and analytics,
   - Cybersecurity,
   - Data science analytics,
   - Economics/econometrics,
   - Healthcare analytics,
   - Management sciences,
   - Policy analysis,
   - Aging studies,
   - Project management, and
   - Clinical Informatics.

   These pathways offer elective courses aligned with their background and interests, enabling them to specialize in areas most relevant to their career goals.

   Additionally, the program will offer a suite of specialized DATA courses. Students will explore ethical considerations and privacy issues in data science, develop leadership skills specific to the field, and understand the mathematical foundations of machine learning. Courses on data structures and algorithms, data visualization and communication, deep learning, and natural language processing will provide further depth. Students will be able to study artificial intelligence and apply data science techniques to finance, ensuring they are well-rounded and prepared for diverse opportunities in the data science domain.

   As a program targeting adult learners and working professionals, courses in this proposed degree will be taught in in-person, hybrid, and online modalities to provide greater flexibility and accessibility to students. As with other workforce-oriented graduate programs in the region focusing on the data science discipline, students completing the core M.S. in Applied Data Science curriculum will be expected to:

   a. Successfully demonstrate knowledge of interdisciplinary data science principles, practices, theories, operational insights, industry organizations, and technologies associated with data science. (SLO-1)
   b. Effectively identify and analyze data, apply statistical and machine learning techniques, and make data-driven decisions. (SLO-2)
   c. Understand the role of data science within modern organizations and appreciate its assorted social/legal/policy/ethical issues. (SLO-3)

d. Demonstrate the ability to conduct scholarly and/or professional-level research and the various skills necessary in the data science profession such as team collaboration, critical thinking, time management, and effective communication. (SLO-4)

3. Learning outcomes to assess the program's success in meeting these objectives are included in Appendix 4. The UMBC Graduate School, COEIT, Department of CSEE, DPS, and Provost's Office track enrollments, retention, time-to-degree, and graduation rates for all programs. The Division of Professional Studies also is developing tools and mechanisms to track career placements. Appendix 6 describes the mechanisms used by the program to assess and document student learning competencies/outcomes (SLOs) in support of program objectives.

4. The M.S. in Applied Data Science program consists of 30 credits divided into 18 credits in the degree core and 12 credits as electives. The degree core includes a 3-credit capstone project research course. For increased curriculum flexibility, there is no set sequence of required courses, except that the project course (DATA 606) generally is taken after the other core courses have been completed successfully, and that students new to data science are encouraged to start with DATA 601 in their first semester. Additionally, prospective students holding certain current industry certifications may, upon proper documentation, request waiving DATA 601 and using another course to satisfy requirement (usually a fifth elective). Core courses are aligned with the needs and expectations of the data science industry and practitioners. Given the interdisciplinary nature of the data science field and the need to present students with the opportunity to be flexible in their study foci based on their specific interests or needs, they may take appropriate electives from another program or department to fulfill their credit requirements after consultation with their advisor to determine the course's relevance to the degree program and the student's qualifications. Students also may receive credit for conducting appropriate independent study projects or participating in industry or government-centric internships in the data science domain. Degree requirements for the M.S. in Applied Data Science are contained in Appendix 3. Course descriptions for core courses and electives owned by the Data Science program are shown in Appendix 7.

5. GenEd Requirements: N/A

6. Accreditation or Certification Requirements: N/A

7. Other Institutions or Organizations: The department does not currently intend to contract with another institution or non-collegiate organization for this program.

8. Assurances of Student Support: Detailed in Appendix 5.

9. The primary audience for the M.S. in Applied Data Science is early-to-midcareer working professionals in data science or related fields from government or industry within Maryland. Local and regional marketing will be conducted by the DPS, while national and international marketing is handled by the UMBC Graduate School. Marketing is accomplished via the program's website, department website, and other local or global marketing sites/activities by the Graduate School, COEIT, and DPS. All marketing materials and websites are reviewed regularly to ensure currency and accuracy of courses, degree paths, job outlooks, technology requirements, etc. Working with the Graduate School, COEIT, and DPS, the GPD is involved in the development and approval of degree marketing outreach to ensure it accurately reflects the program and services available at UMBC.

The M.S. in Applied Data Science program website, FAQ, advising information, syllabi, and marketing outreach will provide students with clear, complete, timely, and accurate information. This information will be on the program curriculum, course and degree requirements, how students and faculty will interact (both in class and for advising purposes), the expected/desired technology competencies, minimum technical requirements (e.g., computer and internet capabilities), identify the Learning Management System (LMS), and the range of academic policies and support services available (e.g., financial aid, degree completion, payment policies, academic integrity, etc.). Additional information for students may be found on the UMBC Graduate School, Registrar, Student Business Services, and Veterans Affairs websites.

As of Fall 2024, UMBC's existing Graduate Data Science Program is 62% male and 38% female. The program's diversity is significantly higher both for minority representation (40% vs. 26%) and for women (38% vs. 17%) compared to the broader data science field.

10. The M.S. in Applied Data Science requires 30 credits and 10 courses, as shown in Appendix 3. Appendix 7 provides descriptions for these courses.

H. Adequacy of Articulation - N/A

I. Adequacy of Faculty Resources

1. Faculty supporting the program are full-time, tenured, or tenure-track and hold terminal degrees in their respective fields. Specific course assignments have not yet been made and change on a regular basis. Appendix 8 lists faculty supporting the M.S. in Applied Data Science. Additional adjunct faculty may be included in the future based on program requirements.

2. Faculty teaching in this program have access to instructional development opportunities available via the UMBC Center for Applied Learning and Teaching (CALT) and other on-campus professional development activities. For any online elements of coursework, faculty can work with UMBC's own instructional design team to incorporate best (and accessible) practices when teaching in the online environment. UMBC's DOIT offers on-demand and in-person assistance to faculty on the use of Blackboard's many features to help ensure the platform fosters a quality learning experience for students and faculty, regardless of in-person, hybrid, or online modalities. Program and department faculty are encouraged to share best pedagogical practices with colleagues in this program and the broader CSEE department. Several internal grant opportunities exist to support innovation in faculty pedagogy as well.

J. Adequacy of Library Resources

1. On behalf of UMBC's President and Librarian, the Science Librarian of the Albin O. Kuhn Library has assessed the library resources required for this program. The assessment concluded that UMBC's library can meet the curricular and research needs of the M.S. in Applied Data Science program faculty and students with its current expansive in-person and online resources. (Note: To facilitate greater accessibility and affordability for students, wherever possible and practicable, UMBC's Graduate Data Science Program uses open-access materials and publicly available resources for instructional and enrichment activities.)

2. No additional library resources are required.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

1. UMBC has access to excellent resources and facilities for this program at its campus locations. There are sufficient classrooms and conference rooms at the Catonsville and Shady Grove campuses to accommodate students, all equipped with technology and software to support instruction, collaboration, and communication. UMBC's internet, software, and computing capabilities are more than adequate to meet program needs – including data science lab environments to facilitate data analysis, machine learning, and big data processing.

2. a) All faculty and students are assigned a UMBC institutional email address. Email is the primary form of outreach on campus and in the program.

   b) All faculty and students have access to the University's learning management system (Blackboard Ultra) for classroom and research purposes, in addition to other online collaborative tools supported by UMBC's DOIT such as Microsoft Office/360, Google Suite, and Webex. Should it be necessary, UMBC is well-equipped to handle pivots to remote learning, such as due to pandemics or weather emergencies. Faculty who want to take a deliberate and holistic approach to prepare their hybrid courses may be supported by UMBC's Planning Instructional Variety for Online Teaching (PIVOT) program. PIVOT focuses on best practices for using online instruction tools such as Blackboard, Panopto, Voice Thread, etc., that are also available at UMBC. To ensure access to instructional, research, and collaboration tools, the minimum computing requirements and technical competency expectations for students are posted on the program's website.

L. Adequacy of Financial Resources with Documentation

The M.S. in Applied Data Science will be self-supported through tuition revenue with the potential of receiving industry and faculty research support over time. As it is anticipated that enrollments will generate sufficient revenue to more than cover expenses, there is no significant financial impact with this proposal. As with all self-supporting graduate programs at UMBC, enrollment growth will be regularly monitored, additional full-time faculty will be hired, and/or existing part-time faculty will be invited to become full-time faculty to facilitate instruction and program activities across two campus locations. See Appendix 10 and 11 for program budget information.

M. Adequacy of Provisions for Evaluation of Program in Data Science

1. The CSEE faculty periodically reviews syllabi, rubrics, readings, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant to and/or aligned with current industry trends, and best practices in the discipline, program objectives, and institutional priorities. The Department of CSEE and the university as a whole evaluate full-time faculty through the established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys. Adjunct faculty are evaluated by full-time faculty members regularly to ensure the quality of instruction, materials, and the student's course experience.

All faculty members at the university are evaluated via student surveys issued at the end of each semester. The data from these surveys are shared with the instructors and are publicly available, while any qualitative comments received are shared only with the instructors. Additionally, faculty are encouraged to work with their colleagues and the university's Center for Applied Teaching and Learning (CALT) or DOIT for additional opportunities to conduct objective course assessment and/or enhancement. The Graduate Program Director likewise solicits, investigates, and attempts to resolve any student concerns regarding course or instructor quality and/or effectiveness.

2. Program evaluation in Data Science is carried out through the assessment of learning outcomes. The primary outcomes for the M.S. in Applied Data Science and methods of outcome assessment are identified in Appendix 4. Along with the program and department, the COEIT Dean's Office regularly reviews student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with the college's goals and the university's strategic plan. The university's Provost Office also engages in strategic and financial reviews of all programs. Exit surveys are conducted each year by the Office of Professional Programs as another gauge of the student educational experience and program quality.

   The university's accountability obligation includes a requirement that each academic program be reviewed periodically. Accordingly, the university conducts academic program reviews (APR) to gauge program effectiveness. The APR process serves purposes such as quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources.

   Taken together, the university has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, and cost-effectiveness in the Data Science program. These methods are supported by continual internal evaluation of industry trends and needs to ensure the program continues to meet current and future industry and workforce requirements.

N. Consistency with the State's Minority Student Achievement Goals

1. UMBC was designated a Minority Serving Institution in 2017 and has a strong track record of producing graduates from diverse backgrounds in various fields, including Data Science. The university is pleased to report that minority representation enrolled in its Graduate Data Science Program is significantly higher both for minority representation (40% vs. 26%) and for women (33% vs. 17%) than the broader Data Science field.

   The university's Spring 2024 Diversity Report is available online.[10]

O. Relationship to Low Productivity Programs Identified by the Commission - N/A

P. Adequacy of Distance Education Programs in Data Science

[10] https://provost.umbc.edu/wp-content/uploads/sites/46/2024/05/UMBC-2024-Cultural-Diversity-Report.pdf

The proposed new M.S. in Applied Data Science may not be completed entirely online. However, as a program targeting adult learners and working professionals, courses in the proposed M.S. in Applied Data Science will be taught in-person, hybrid, and online modalities to provide maximum flexibility and accessibility to students in this critical field. This practitioner-oriented curriculum was developed by faculty within the Department of CSEE, drawing upon their expertise in Data Science and related disciplines. The program faculty and industrial advisory board members provide expert insights that inform the program. Program faculty also regularly discuss emerging trends or current events that may require updating or creating curricular modules and/or incorporating specialized instructional tools/platforms into the curriculum.

As part of the degree program, the online elements of this M.S. in Applied Data Science will be overseen by a full-time Graduate Program Director and four full-time members of the faculty with a strong background in Data Science. The GPD, as a direct report to the Chair of the CSEE Department, is supported as needed by the Chair in matters related to faculty/program oversight, mentoring, and related issues. Additionally, the Data Science Graduate Program Director is a member of the Computer Science Graduate Committee and works with that committee on areas of mutual interest and oversight, to include new course ideas and program innovations. The minimum computer and technical requirements for students are posted on the program's website. Technical support for the university's platforms is provided by the DOIT upon request to the Help Desk Request Tracker.

Students enrolled in online or hybrid elements of this program have access to the same technology support resources as all university students, including through the DOIT, Career Services, Off-Campus Student Services, Office of Equity and Inclusion, and the Graduate Student Association, among many others. Depending on the demands of the program, additional staff and resources may be allocated to assist as necessary, such as those on the Office of Professional Programs Student Success team. The university's library is well-equipped to support remote research and learning, offering a comprehensive suite of resources both online and in-person.

In addition to using the university's learning management system or producing their own instructional materials supporting online course modalities, faculty wishing to take a deliberate and holistic approach to prepare or modify their online or hybrid courses are supported by the Academic Success Center (for students) and Faculty Development Center (for instructors). Faculty teaching in online or hybrid modalities have access to instructional development opportunities through the Active Learning, Inquiry Teaching (ALIT) certificate program and Innovation for Teaching Effectiveness (INNOVATE) certificate program and other on-campus professional development activities and can work with the university's own instructional design team to incorporate best practices when teaching in hybrid or online environments.

Students enrolled in an online modality may conduct all necessary transactions entirely online. Official information about curriculum updates, new courses, internships, graduation deadlines, etc., are conveyed to students via the student email list as the program's official distribution medium and/or directly to the students who are on email lists maintained by the university's Graduate School (for graduations and academic affairs), Registrar (for scheduling), Student Business Services (for costs and financial aid), or other campus entities.

The university's Office of Accessibility & Disability Services (ADS) ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities

of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion, reflecting the university's commitment to fostering an accessible and inclusive environment for all members of the community. Assistance from the ADS team is available to all university students regardless of learning modality.

Quality assurance of the curricular online components of the program is identical to those described in Section M above. Additional QA support and guidance regarding online learning may be requested from the university's DOIT or CALT when necessary or appropriate.

Appendix 1

Education and Training Needs by Source

According to the Bureau of Labor Statistics' Occupation Outlook Handbook, 'Data Scientist' is one of the most rapidly growing occupations in data and information analysis. Over the next decade, the job of a Data Scientist is projected to experience significant growth, with a 10-year growth rate of approximately 35%. In addition, Data Scientists command a competitive national average salary of $110,000. The data analytics industry is expected to see a substantial increase in demand, resulting in approximately 21,000 new job openings for Data Scientists each year, on average, over the next ten years. These job openings will primarily arise from workforce transitions to other fields, such as machine learning engineering and retirements from the labor force.[11]

The Baltimore-Washington region, in particular, has emerged as a vibrant hub for data science professionals. According to information gathered from *Lightcast*, a labor market analytics tool, there were 21,342 data science-related job postings in the Washington and Baltimore Metropolitan Statistical Area (MSA) in 2021. This surpasses the national average for an area of similar size, which stands at 5,250 job postings. The job posting activity in this region is also notably robust, with a monthly average of 1,834 postings in the Washington-Baltimore area, compared to the national average of 463 postings for an area of comparable size. Key employers in the region seeking data science talent include federal and state government agencies, major tech companies like Amazon, data science consultancies such as Deloitte and Accenture, and leading financial institutions like Capital One, among others.[12]

Moreover, as highlighted in the book 'The Industries of the Future' by Alec Ross (2016), the field of data science is undergoing a remarkable transformation. Over the two decades spanning from 2000 to 2020, the data analytics and machine learning market has expanded from a $3.5 billion industry with a small cadre of IT professionals to a colossal $175 billion market that plays a crucial role in supporting and enhancing the operations of a wide range of businesses, both large and small. The significance of data science in shaping the future of various industries cannot be overstated, and it is poised to continue its rapid growth and impact on numerous sectors.[13]

[11] https://www.bls.gov/ooh/math/data-scientists.htm

[12] Lightcast Labor Market Analytics Tool (Data on file)

[13] Ross, A. (2016). The Industries of the Future. Simon & Schuster.

Appendix 2

Greater Baltimore Metropolitan Region Program Duplication Discussion

Programs are listed alphabetically according to the name of the university that offers the program

Capitol Technology University (CTU)

CTU offers a Technical MBA in Business Analytics and Data Science, focusing on combining business management principles with data science and analytics skills. In contrast, UMBC's M.S. in Applied Data Science program is a more technically intensive curriculum designed to provide in-depth knowledge and practical skills in various aspects of data science.

Similarities

1. Core Emphasis on Data Science Fundamentals:

i. Both programs emphasize core data science concepts such as statistics, data analysis, big data, and analytics.

ii. Courses in both programs require an understanding of fundamental statistics.

2. Big Data and Analytics Systems:

i. Both programs include coursework related to big data management and analytics systems.

ii. Capitol's MBA-520 (Big Data Warehousing and Analytic Systems) and UMBC's DATA 603 (Platforms for Big Data Processing) cover similar content on handling large datasets and using big data technologies.

3. Applied Statistics:

i. Capitol's MBA-515 (Applied Statistics and Visualization for Analytics) and UMBC's DATA 608 (Probability and Statistics for Data Science) cover applied statistical methods and their relevance to data analysis.

Differences

1. Program Focus and Structure:

i. Capitol Technology University: The focus is on integrating business management with data science. The curriculum includes management courses and strategic decision-making alongside analytics.

ii. UMBC: The program is purely focused on data science, with a strong emphasis on technical skills, machine learning, and data management without a direct focus on business management.

2. Core Curriculum Content:

i. Capitol Technology University: MBA core courses (24-27 credits) include management subjects like Financial Management (MBA-615), Organizational Behavior (MBA-625), and Strategic Management (MBA-650), which are not covered in UMBC's M.S. program.

ii. UMBC: Core courses include specialized data science topics such as Data Structures and Algorithms (DATA 612), Machine Learning (DATA 602), and Data Management (DATA 604).

3. Technical Depth:

i. Capitol Technology University: The program provides a broader overview with courses such as Analytics and Decision Analysis (MBA-510) and Web Analytics (MBA-540). These courses integrate business decision-making with technical analytics skills.

ii. UMBC: Offers deeper technical content in data science with courses such as Deep Learning (DATA 621), Natural Language Processing (DATA 622), and Practical Deep Learning (DATA 621), focusing on advanced computational methods.

4. Capstone and Project Work:

i. Capitol Technology University: Does not explicitly mention a capstone project in the provided course list.

ii. UMBC: Includes a Data Science Project course (DATA 606), which provides hands-on experience with real-world data science projects, ensuring students apply their skills in practical scenarios.

5. Leadership and Ethical Issues:

i. Capitol Technology University: Courses like MBA-627 (Impact of Emerging Technology on Management and Public Administration) cover technology's impact on management and public policy, providing a broader context to data science applications.

ii. UMBC: Includes courses such as Ethical and Legal Issues in Data Science (DATA 605) and Leadership in Data Science (DATA 607), focusing specifically on ethical, legal, and leadership aspects within the data science domain.

While both CTU's Technical MBA in Business Analytics and Data Science and UMBC's M.S. in Applied Data Science programs aim to equip students with essential data science skills, they diverge significantly in focus and structure. CTU's program integrates business management with analytics, providing a holistic view suitable for managerial roles that require data-driven decision-making. CTU's program is 100% online. In contrast, UMBC's program delves deeply into technical aspects of data science, preparing students for specialized roles in data science and analytics with a strong foundation in machine learning, big data, and data ethics with different instructional modalities per course in order to suit a student's requirements: in-person, hybrid or online.

In short, CTU's program has a stronger focus on business applications, and they offer 100% of their courses online. The UMBC's proposed program has a stronger focus on data science theory and practice with different instructional modalities per course to suit a student's requirements: in-person, hybrid, or online.

Frostburg State University (FSU)

FSU offers an M.S. in Applied Computer Science with a Database Concentration.

FSU M.S. in Applied Computer Science with Database Concentration vs UMBC M.S. in Applied Data Science

FSU Core Courses	FSU Electives
COSC610 - Advanced Data Structures and Algorithms COSC625 - Advanced Software Engineering COSC630 - Web Development and Programming I COSC631 - Web Development and Programming II COSC640 - Database Systems I COSC641 - Database Systems II COSC645 - Data Mining COSC646 - Data Cloud COSC647 - Information Assurance	COSC591 - Seminar in Computer Science COSC594 - Field Experience in Computer Science COSC599 - Individual Problems in Computer Science COSC602 - Advanced Programming Concepts COSC690 - Special Topics in Database Systems COSC691 - Special Topics in Data Analytic Instruments COSC700 - Master Research Paper or Project

Frostburg State University's Master of Science in Applied Computer Science with its database concentration provides a robust foundation in database systems, data mining, and data warehousing, preparing students for roles focused on database administration and management. The general concentration offers a broad exposure to computer networking, software engineering, and artificial intelligence, equipping graduates for diverse technical

and managerial positions across various sectors. In contrast, UMBC's M.S. in Applied Data Science program emphasizes foundational skills in data science, including data analysis, machine learning, and big data platforms, with specialized courses in ethics, leadership, and advanced topics like deep learning and natural language processing. UMBC's program is tailored for those seeking expertise in data-driven decision-making and advanced analytics applications across industries. The programs cater to different career paths: Frostburg emphasizes applied computer science with a concentration choice, while UMBC focuses on comprehensive data science skills essential for contemporary data-centric roles.

In short, FSU's M.S. in Applied Computer Science program goes in depth about the theory and practice of computer science in general with their specialization focusing on databases and data mining. In this regard as well, our proposed program is data science centric (focusing more on application than theory) with a wider range of data-centric electives and core courses.

Johns Hopkins University (JHU)

JHU offers two data science degrees: an online MS in Data Science and in-person MSE in Data Science.

JHU's online MS in Data Science vs. UMBC's M.S. in Applied Data Science

JHU offers an online MS in Data Science degree. The program is designed for working professionals, offering flexibility with asynchronous and synchronous online courses. The program focuses on practical skills and theoretical knowledge in applied mathematics and computer science. Courses are taught by senior-level engineers and data scientists with practical experience.

Curriculum:

- **Foundation Courses:** Statistical Methods and Data Analysis, Algorithms for Data Science.
- **Required Courses:** Introduction to Optimization or Computational Statistics, Statistical Models and Regression, Data Science, Data Engineering Principles and Practice, Data Patterns and Representations.
- **Electives:**
  - **Applied and Computational Mathematics Electives:** Includes Real Analysis, Matrix Theory, Computational Methods, Discrete Hybrid Optimization, and others.
  - **Computer Science Electives:** Large-Scale Database Systems, Deep Neural Networks, Advanced Machine Learning, and more.
- **Specialization:** Flexibility to choose electives based on interests and career goals.

It is evident that the online MS in Data Science at Johns Hopkins is highly flexible, designed for working professionals. It emphasizes both theoretical and practical aspects of data science, offering a wide range of electives in applied mathematics and computer science. UMBC's M.S. in Applied Data Science combines theoretical knowledge with practical applications. It features a comprehensive curriculum with core courses and electives, and opportunities for hands-on experience through capstone projects or research. Both programs offer robust training in data science. JHU's program is more appealing for those needing maximum flexibility and a strong online component, while UMBC's program offers a traditional approach with a mix of online and on-campus courses, catering to those interested in domain-specific applications.

JHU's MSE in Data Science vs. UMBC's M.S. in Applied Data Science

The Data Science Master's program at the Johns Hopkins University is a fully residential program which provides

the training in applied mathematics, statistics and computer science to serve as the basis for an understanding, and appreciation, of existing data science tools. Their program aims to produce the next generation of leaders in data science by emphasizing mastery of the skills needed to translate real-world data-driven problems in mathematical ones, and then solving these problems by using a diverse collection of scientific tools.

Similarities between the JHU's MSE in Data Science and UMBC's M.S. in Applied Data Science programs

1. Core Curriculum: Both programs offer core courses that cover fundamental data science topics such as machine learning, data analysis, data management, and big data processing.
2. Capstone Projects: Both programs include a capstone project that allows students to apply their knowledge to real-world data science problems.
3. Ethics and Legal Issues: Both programs emphasize the importance of understanding ethical and legal issues in data science.

Differences:

1. Program Structure:

i. JHU offers a traditional M.S.E. in Data Science with a focus on a comprehensive list of approved courses primarily from the Department of Applied Mathematics and Statistics.

ii. UMBC proposes to offer a M.S. in Applied Data Science with flexible pathways tailored to specific industries such as cybersecurity, healthcare analytics, and economics.

2. Leadership Training:

i. UMBC includes a specific course on leadership in data science.

ii. JHU does not explicitly list a leadership course in their approved courses.

The JHU's target audience is students with a strong foundation in mathematics and computer science who are interested in a career in data science research or academia, while UMBC's target audience is students with a variety of backgrounds who are interested in a career in data science. The UMBC's program is particularly well-suited for working professionals who want to develop new skills or change careers.

Loyola University Maryland

Loyola University Maryland offers an online MS in data science degree

Similar Courses: Both programs cover fundamental topics in data science, including:

- Introduction to Data Science
- Data Management
- Machine Learning
- Ethical and Legal Issues in Data Science

Different Courses:

- Loyola offers courses such as Data Visualization, Database Systems, and Statistical Analysis.
- UMBC offers courses on Platforms for Big Data Processing, Leadership in Data Science, and specialized pathways like Cybersecurity, Healthcare Analytics, and Management Sciences.

Loyola's program is entirely online (and primarily asynchronous), while UMBC's proposed program offers a variety of delivery options, including on-campus, hybrid, and online (primarily synchronous) courses.

Maryland Institute College of Art (MICA)

MICA offers an MPS in Data Analytics and Visualization.

Similarities:

- Both programs cover essential topics in data science such as data analysis, machine learning, data management, and ethical/legal issues. They also emphasize hands-on experience with real data and practical applications of data science principles.

Differences:

- MICA focuses on data visualization, critical thinking, and design principles. Core courses include Data Visualization, Critical Thinking, Data Analytics, Data Management, and a Capstone Project.
- UMBC offers a broader selection of courses and pathways, including big data processing, data platforms, leadership, and specialized tracks like Cybersecurity, Healthcare Analytics, and Bioinformatics.

  Teaching and Audience:
- MICA targets students interested in integrating data science with creative design and visualization. UMBC aims at a diverse range of students from various fields, with pathways tailored to industry-specific applications.

The MPS in Data Analytics and Visualization program that MICA offers focuses heavily on data visualization. In contrast, the program from UMBC will cover the various aspects of applied data science beyond visualization.

McDaniel College

McDaniel College offers an M.S. in data analytics. Core courses include

- ANA 500 - Foundations of Data Analytics
- ANA 505 - Data Mining: Algorithms and Applications
- ANA 510 - Statistical Modeling
- ANA 515 - Data Preparation
- ANA 522 - Fundamentals of Programming in Python
- ANA 525 - Qualitative Methods
- ANA 530 - Quantitative Reporting and Modeling
- ANA 535 - Forecasting
- ANA 540 - Applied Machine Learning

McDaniel College's program is tailored for those seeking a comprehensive foundation in data analytics with a focus on practical applications and business intelligence. UMBC's program is designed for a broader audience with a focus on preparing students from diverse backgrounds for various specialized fields within data science and offers more pathways and interdisciplinary collaboration.

The data science program that McDaniel College has is either fully online or Hybrid (low residency), where students need to attend 3 days a semester. Our M.S. in Applied Data Science will offer online, hybrid, and in-person classes, allowing more flexibility than McDaniel's low-residency hybrid program.

Morgan State University (MSU)

MSU offers a graduate degree program leading toward an M.S. in data analytics and visualization.

Teaching Mode: MSU's M.S. in Data Analytics and Visualization program is currently offered on campus. They plan to add an online option later. UMBC students can take courses both online and on campus.

Core Courses: MSU's data science program, created within the Information Science & Systems department, offers core courses in data wrangling and visualization. Students can choose to focus on statistical data analytics or machine learning. However, UMBC's data science program, created by the Computer Science Department, emphasizes machine learning, exploratory data analysis, big data, and data management.
Electives: MSU offers 7 tracks, and students have to choose 3 courses from one track only. However, UMBC students can choose courses from 10 different tracks, and there is no requirement to stick with the same track.

In short, the Morgan State program has a stronger focus on data visualization, while UMBC's proposed program has a more general focus on data science. This is reflected in the course requirements for each program. The MSU program is structured differently than the UMBC program with regard to completion time (1 year versus 2 years at an average, respectively).

Notre Dame of Maryland University (NDMU)

NDMU offers an online MS in Analytics degree. Core courses include

- CST-530 Foundations of Analytics
- CST-531 Data Design and Management
- CST-532 Data Tools
- CST-540 Data Visualization
- CST-550 Project Management
- CST-610 Critical Inquiry
- CST-611 Data Security
- CST-620 Data Mining and Warehousing
- MAT-575 Applied Statistics
- MAT-576 Data and Decision Modeling

Similar Courses:

- Both programs cover foundational analytics, data management, and data visualization.
- Applied statistics and data mining are common topics.

Different Courses:

- NDMU includes courses in project management, critical inquiry, and data security.
- UMBC might offer more advanced machine learning, AI, and big data courses.

Teaching Style and Audience:

- NDMU offers its program online, targeting professionals needing flexible learning schedules.
- UMBC offers a mix of in-person and online options, focusing on both full-time students and working professionals.

Summary: The MS in analytics that Notre Dame offers is a completely online degree, whereas our M.S. in Applied Data Science would have different modalities of instruction: in-person, hybrid and online. Their degree requires students to only take 2 are electives (which students can only take from their business/economics program). None of the required courses appears to have a program specific course prefix. In this context, our program will have a majority of courses bearing our program's prefix (and are not cross listed with any other program's courses) and offer electives from a wider array of subjects across other fields relevant to data science.

Towson University

Towson University offers an M.S. in computer science with a track in data science. Core courses include

- COSC 519 Operating Systems Principles

- COSC 578 Database Management Systems
- COSC 600 Advanced Structures and Algorithm Analysis
- COSC 612 Software Engineering
- COSC 650 Computer Networks
- COSC 757 Data Mining
- Either COSC 880 COSC Project or COSC 897/COSC 898 Computer Science Thesis

Similar Courses

- COSC 578 Database Management Systems vs. DATA 604
- COSC 757 Data Mining vs DATA 602
- COSC 880 COSC Project vs DATA 606

As a broad-based computer science degree, the only significant curricular exposure to data science in Towson's program are at least 3 data science-related courses in the degree's specialty track in data science plus a student's thesis or project. By contrast, UMBC's proposed M.S. in Applied Data Science curriculum is entirely focused on data science topics, to include courses on non-technical topics such as leadership and laws/policies which give students with non-technical backgrounds an opportunity to advance their data science knowledge.

University of Maryland, College Park

The University of Maryland, College Park (UMCP) offers two graduate degrees: MS in Business Analytics and MS in Data Science (formerly MPS in Data Science and Analytics).

UMCP's MS in Business Analytics vs UMBC's M.S. in Applied Data Science Programs

Core Courses	Electives
BUDT730 Data, Models and Decisions BUDT703 Database Management Systems BUDT704 Data Processing and Analytics in Python BUDT737 Big Data and Artificial Intelligence for Business BUDT758T Data Mining and Predictive Analytics BUDT785D Data Visualization and Web Analytics	BUDT758V Operations Analytics (2 credits) BUDT758Z Computer Simulation for Business Applications (2 credits) BUDT758L Price Optimization and Revenue Management BUSI751 Decision Analytics (2 credits) BUDT758W Capstone Project in Business Analytics BUDT758A Business Communication (1 credit)

The MS in Business Analytics program at the UMCP offers a robust curriculum focusing on practical applications of data analysis and decision-making in business contexts. Courses like BUDT730 emphasize modeling and decision theory, complemented by hands-on training in Python-based analytics (BUDT704) and AI applications in business (BUDT737). Data visualization and web analytics (BUDT785D) further enhance skills crucial for interpreting and presenting data-driven insights. In contrast, UMBC's M.S. in Applied Data Science program provides a comprehensive foundation in foundational data science principles through courses such as DATA 601 and 602, emphasizing statistical analysis and machine learning. The program also delves into big data processing platforms (DATA 603) and includes a capstone project (DATA 606) to apply learned skills in real-world scenarios. Both programs offer strong technical training with UMCP focusing more on business applications while UMBC provides a broader base in data science

fundamentals and technologies.

In short, the UMCP's MS in business analytics is designed for students with a business background who want to develop their data analytics skills. The UMBC proposed M.S. in Applied Data Science is designed for students from a variety of backgrounds who want to pursue a career in data science. The UMCP's MS in business analytics program focuses on business concepts and applications. The UMBC's proposed M.S. in Applied Data Science is a more applied program, with a focus on developing the technical skills needed for data science jobs.

UMCP's MS in Data Science vs UMBC's M.S. in Applied Data Science Programs

UMCP MS in Data Science Courses	UMBC M.S. in Applied Data Science Courses
DATA601: Probability and Statistics	DATA608: Probability and Statistics for Data Science
DATA602: Principles of Data Science	DATA601: Introduction to Data Science
DATA603: Principles of Machine Learning	DATA602: Introduction to Data Analysis and Machine Learning
DATA604: Data Representation and Modeling	DATA604: Data Management
DATA605: Big Data Systems	DATA603: Platforms for Big Data Processing
DATA699: Capstone Research Project	DATA606: Data Science Project
DATA612: Deep Learning	DATA 621: Practical Deep Learning
DATA641: Natural Language Processing	DATA 622: Applications of Natural Language Processing

* Courses in blue are elective courses.

Similarities:

1. Core Courses: Both programs cover fundamental topics like data management, machine learning, data analysis, and big data processing.
2. Capstone Projects: Both programs include a capstone project where students apply their skills to real-world problems.

Differences:

1. Course Offerings:

i. UMCP includes courses like Scientific Computing, Statistical Methods, and Visualization and Presentation.

ii. UMBC includes courses such as Platforms for Big Data Processing, Ethical and Legal Issues in Data Science, and domain-specific pathways (e.g., cybersecurity, healthcare analytics).

2. Target Audience:

i. UMCP's program is geared towards students seeking a blend of theory and practice with a stronger emphasis on scientific research.

ii. UMBC's program is aimed at professionals looking to advance their careers with practical and leadership skills in data science.

3. Teaching Methods:

i. UMCP is more research-oriented, with a focus on computational and statistical methods.

ii. UMBC focuses on applied skills and practical knowledge that are suitable for working professionals.

As discussed above, UMCP's MS in Data Science and UMBC's proposed M.S. in Applied Data Science programs are similar to each other. By having campuses at different locations, UMBC targets a different set of students geographically.

University of Maryland Eastern Shore (UMES)

UMES offers an M.S in Data Science and Analytics Engineering degree.

Teaching Mode: UMES' Master's in Data Science and Analytics Engineering program is online. UMBC students can take their courses both online and on campus.

Core Courses: The core courses of the UMES data science program focus on statistical data analysis, whereas the emphasis at UMBC is machine learning, exploratory data analysis, big data, and data management.

Electives: UMES offers 11 elective courses, each focusing on different application areas of data science, such as cyber security, geospatial analysis, business analytics, robotics, and even tourism. UMBC offers four or more elective courses developed and taught by 11 different programs/departments.

Thesis: UMBC doesn't offer a thesis option, whereas the students at UMES can work on their thesis.

The M.S. in Data Science and Analytics Engineering that UMES offers is in a different geographical location and best suited to serve the needs of Maryland's population in the Delmarva peninsula whereas UMBC is better suited for students residing in the greater Baltimore metropolitan region.

University of Maryland, Global Campus (UMGC)

The UMGC offers an online Master of Science in data analytics. Core courses and electives are listed in the following table.

Core Courses Decision Analytics (DATA 605) AI Ethics (DATA 615) Data Visualization (DATA 625) Data Management (DATA 635) Machine Learning (DATA 645) Data Analytics Capstone (DATA 690)	**Pathway-1: AI/Machine Learning** Deep Learning and Neural Networks (DATA 655) Advanced Topics in Data Science (DATA 660) AI Applications (DATA 665) Specialization Project (DATA 675) Workplace Learning in Data Analytics (DATA 686)
Pathway-2: Marketing Marketing Management (MRKT 600) Consumer Behavior and Customer Relationship Management (MRKT 602) Brand Management and Integrated Marketing Communication (MRKT 603) International Marketing Management (MRKT 605)	**Pathway-3: Cybersecurity Management & Policy** Foundations of Cybersecurity Management (CMAP 605) Cybersecurity Defense Strategies (CMAP 615) Cybersecurity Risk Management (CMAP 625) Cybersecurity Governance (CMAP 635)
Pathway-4: Cybersecurity Technology Introduction to Cybersecurity (CTCH 605) Cybersecurity Threats and Analysis (CTCH 615) Cybersecurity for Systems and Networks (CTCH 625) Cybersecurity Attack Prevention Strategies (CTCH 635)	**Pathway-5: Digital Forensics & Cyber Investigation** Digital Forensics and Cyber Investigation Foundations (DFCS 605) Collection and Examination of Digital Evidence (DFCS 615) Windows Forensics and Security (DFCS 625) Linux Forensics and Security (DFCS 635)

The Master of Science in Data Analytics program at the University of Maryland Global Campus (UMGC) focuses on a comprehensive curriculum designed to equip students with essential skills in decision analytics, AI ethics, data visualization, data management, machine learning, and culminates in a data analytics capstone project. This program emphasizes practical applications of analytics across various domains. In contrast, the M.S. in Applied Data Science program at UMBC offers a rigorous foundation in data science through courses such as introduction to data science, data analysis and machine learning, big data processing platforms, data management, probability and statistics, and concludes with a capstone project. UMBC's program emphasizes both theoretical understanding and hands-on experience with data analysis and processing technologies. Both programs provide strong foundations in data-related disciplines but in terms of electives and pathways, UMBC offers more possibilities than UMGC, e.g. health IT, econometrics, policy analysis, aging studies, advanced computing, and project management. UMGC's program is online only, whereas UMBC's proposed M.S. in Applied Data Science program will be offered in-person and hybrid modalities, is a selective-admission program, and does not specifically target distance-learning markets.

Appendix 3

M.S. in Applied Data Science Degree Requirements

The required core curriculum of the M.S. in Applied Data Science (18 credits) is as follows:

- DATA 601 Introduction to Data Science
- DATA 602 Introduction to Data Analysis and Machine Learning
- DATA 603 Platforms for Big Data Processing
- DATA 604 Data Management
- DATA 608 Probability and Statistics for Data Science
- DATA 606 Capstone Project in Data Science

Students must take four 3-credit electives (12 credits) from the DATA program or the 10 pathways with the approval of their advisor. The UMBC Graduate Catalog provides information and descriptions for those courses.

Below is a *sample* listing of regularly recurring elective courses from the DATA program:

- DATA 605 Ethics and Privacy in Data Science
- DATA 607 Leadership in Data Science
- DATA 611 Essential Mathematics for Machine Learning: An Applied Guide
- DATA 613 Data Visualization and Communication
- DATA 621 Practical Deep Learning
- DATA 623 Hands-on Generative AI
- DATA 624 Data Science for Finance

For increased curriculum flexibility, there is no set sequence of required courses, except that the project (DATA 606) generally is taken after the other core courses have been completed successfully and that newly-admitted students to the data science program are recommended to start with DATA 601 in their first semester. Additionally, prospective students holding certain current industry certifications may, upon proper documentation, request DATA 601 to be waived, and that another course be used to satisfy that credit requirement (usually a fifth elective.)

<u>Pathways</u>

For their electives students may also choose courses from any of the identified pathways. Listed below are a sampling of courses from each pathway.

Advanced Computing and Analytics

- CMSC 615 Introduction to Systems Engineering
- CMSC 625 Modeling and Simulation of Computer Systems
- CMSC 627 Wearable Computing
- CMSC 628 Mobile Computing
- CMSC 636 Data Visualization
- CMSC 653 Information and Coding Theory
- CMSC 655 Numerical Computations
- CMSC 661 Principles of Database Systems
- CMSC 668 Service-Oriented Computing
- CMSC 671 Principles of Artificial Intelligence
- CMSC 673 Introduction to Natural Language Processing
- CMSC 675 Introduction to Neural Networks
- CMSC 676 Information Retrieval

- CMSC 678 Machine Learning

Clinical Informatics (with UMB)

- INFO 601: Foundations in Clinical and Health Informatics
- INFO 602: Clinical Information Systems
- INFO 604: Decision Support Systems in Healthcare

Cybersecurity

- CYBR 620 Introduction to Cybersecurity
- CYBR 650: Managing Cybersecurity Operations
- CYBR 658: Risk Analysis and Compliance

Data Science Analysis

- IS 661 – Biomedical Informatics Applications
- IS 706 – Interfaces For Info. Visualization & Retrieval
- IS 707 – Applications of Intelligent Technologies
- IS 721 – Semi-Structured Data Management
- IS 722 – Systems and Information Integration
- IS 728 – Online Communities
- IS 731 – Electronic Commerce
- IS 733 – Data Mining
- IS 777 – Data Analytics for Statistical Learning

Economics/Econometrics

- PUBL 604 – Statistical Analysis
- ECON 601 – Microeconomic Analysis
- ECON 602 – Macroeconomic Analysis
- ECON 611 – Advanced Econometric Analysis I
- ECON 612 – Advanced Econometric Analysis II
- ECON 652 – Economics of Health

Healthcare Analytics

- HIT658: Health Informatics I
- HIT759: Health Informatics II
- HIT723: Public Health Informatics
- HIT674: Process and Quality Improvement within Health IT
- HIT751: Introduction to Healthcare Databases

Management Sciences

- ENMG 650: Project Management Fundamentals
- ENMG 654: Leading Teams and Organizations
- ENMG 658: Financial Management
- ENMG 659: Strategic Management
- ENMG 660: Systems Engineering Principles
- ENMG 661: Leading Global Virtual Teams
- ENMG 663: Advanced Project Management Applications
- ENMG 664: Quality Engineering & Management
- ENMG 668: Project and Systems Engineering Management

- ENMG 690: Innovation and Technology Entrepreneurship

Policy Analysis

- ECON 600 Policy Consequences of Economic Analysis
- PUBL 601 Political and Social Context of the Policymaking Process
- PUBL 603 Theory and Practice of Policy Analysis
- PUBL 607 Statistical Applications in Evaluation Research
- PUBL 608 Applied Multivariate Regression Analysis

Project Management

- ENMG 650: Project Management
- ENMG 661: Leading Virtual/Global Teams
- ENMG 663: Advanced Project Management Applications

Appendix 4
Learning Outcomes & Assessments, M.S. in Applied Data Science

(SLO-1) Students will develop the ability to use programming languages and tools to collect, clean, and analyze data.

MEASURE: Students will be given program assignments and projects that require them to use programming languages and tools to collect, clean, and analyze data. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, lab exercises, and/or case studies.

CRITERION: Successful completion of each course with a B or better grade. The individual faculty member and/or the Data Science Graduate Program Director (DS GPD) will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The DS GPD reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Fall 2026 or upon program launch.

(SLO-2) Students will learn how to use statistical and machine learning techniques to extract insights from data.

MEASURE: Homework assignments will be designed to require students to apply statistical and machine learning techniques to real-world data sets. As appropriate, each course will assess students based on exams, individual or group projects, papers, lab exercises, and/or case studies.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the DS GPD will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The DS GPD reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Fall 2026 or upon program launch.

(SLO-3) Students will learn how to create and interpret data visualizations to communicate their findings to others.

MEASURE: Students will be asked to create and interpret data visualizations as part of their coursework assignments. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, literature reviews, and/or case studies. Students will also review each other's data visualizations and provide feedback. This will help students to identify areas where they can improve their skills.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the DS GPD will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The DS GPD reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Fall 2026 or upon program launch.

(SLO-4) Students will demonstrate the ability to conduct scholarly and/or professional-level research and the various skills necessary in the data science profession such as team collaboration, critical thinking, time management, and effective communication.

MEASURE: Students will be assessed on their ability to develop and present scholarly or professional-grade written and oral deliverables such as analysis papers, presentations, and their capstone project. To meet these goals they will be expected to demonstrate effective organizational, time management, communication, critical thinking, and other such skills that contribute to an effective data science practitioner in the workplace. As appropriate, each course will assess students based on exams, individual or group projects, presentations, papers, literature reviews, and/or case studies.

CRITERION: Successful completion with a B or better grade. The individual faculty member and/or the GPD will meet with students not meeting this criterion to help improve their performance or determine their continued enrollment in the program. The GPD reviews syllabi at least annually to ensure relevancy, currency, and pedagogical appropriateness.

ASSESSMENT: Each semester starting in Fall 2026 or upon program launch.

Appendix 5
Student Support

The M.S. in Applied Data Science graduate program director and data science-affiliated full-time faculty members are responsible for advising. Other faculty involved with courses and specialization may also advise students and/or participate on capstone project committees. The DPS supports the CSEE department for program administrative support, recruitment, and marketing operations. Students in this program will have access to UMBC's wide range of support resources, such as the DOIT, Career Services, Off-Campus Student Services, Division of Institutional Equity, and the Graduate Student Association, among many others. Depending on the program's demands, DPS may allocate additional staff and resources to assist as necessary, such as those on the Office of Professional Programs Student Success team. UMBC students and faculty use Blackboard as the official campus Learning Management System for coursework and administration to support lecture, hybrid, and online learning modalities.

Students will be expected to have ready access to computers and the internet, with guidance on minimum technical requirements posted publicly on the program's website. Outside of lecture or in-person meetings, students and faculty will be expected to communicate through email, Blackboard, and UMBC's other collaborative platforms such as MyUMBC or Google Documents. Official information about curriculum updates, new courses, internships, graduation deadlines, etc., are conveyed to students via the student email list as the program's official distribution medium and/or directly to the students who are on email lists maintained by UMBC's Graduate School (for graduations and academic affairs), Registrar (for scheduling), Student Business Services (for costs and financial aid), or other campus entities. Technical support for UMBC's platforms, such as email and Blackboard, is provided by UMBC's DOIT upon request to the Help Desk Request Tracker. Information of interest to students, ranging from program and course information, academic expectations, tuition and fees, graduation requirements, and more, are located on UMBC's various public websites.

As of 2022, the only financial aid opportunities for this self-supported program are offered by the US government and are open to US citizens only. Information can be found online on our website[14]. Students seeking additional funding or employment to support their studies are encouraged to work with the Career Center to identify relevant opportunities.

UMBC's Office of Accessibility & Disability Services (ADS) under the Division of Academic Affairs ensures that students with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services, and activities of the University through the provision of accommodations and reasonable modifications that result in equal access and full inclusion, which reflects UMBC's commitment to fostering an accessible and inclusive environment for all members of the UMBC community. Assistance from the ADS team is available to all UMBC students regardless of learning modality or campus location.

UMBC's Office of Equity and Inclusion has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights issues, including discrimination, harassment, hate and bias. All faculty are considered 'responsible parties' regarding reporting requirements pursuant to UMBC's Title IX policies.

[14] https://professionalprograms.umbc.edu/scholarships-funding/

Appendix 6
Student Competencies Assessment

This appendix describes the quantitative and qualitative ways that M.S. in Applied Data Science students will be assessed in their courses, which are aligned with the program objectives described earlier.

Quantitative assessment

- Maintenance of a 'B' or better cumulative GPA.
- Quizzes, mid-term, and/or final examinations as appropriate.
- Practical examinations to evaluate competency with data science tools and techniques.
- Written project analyses and/or case studies.
- Written assignments, including in-class writing assignments and research papers that require students to conduct independent or team-based research and analysis to produce deliverables supporting course objectives
- Oral assignments that include both presentation of individual or group work and critiquing the work of others.
- Experiential learning opportunities as offered through faculty-led research opportunities, internships, field experiences, independent studies, among other opportunities.
- Capstone course.
- Other assessment mechanisms that may become relevant or required by the data science industry.

Qualitative assessment

- Academic advising at the program level to ensure students maintain academic and program expectations to proactively head off potential obstacles to success.
- Individual, peer-group, and/or in-class critiques of student work.
- Direct engagement between faculty and students in classroom, lab, or online platforms.
- Capstone courses (DATA 606) where students conduct a structured independent research effort to develop a scholarly or professional paper demonstrating their critical thinking skills, analytical capabilities, and/or accumulated technical expertise as a data science practitioner.

Appendix 7

M.S. in Applied Data Science Course Names and Descriptions (Core Courses and Program-Owned Electives)

DATA 601: Introduction to Data Science (3 cr.)

The goal of this class is to give students an introduction to and hands on experience with all phases of the data science process using real data and modern tools. Topics that will be covered include data formats, loading, and cleaning; data storage in relational and non-relational stores; data governance, data analysis using supervised and unsupervised learning using R and similar tools, and sound evaluation methods; and data visualization.

DATA 602: Introduction to Data Analysis and Machine Learning (3 cr.)

This course provides a broad introduction to the practical side of machine-learning and data analysis. This course examines the end-to-end processing pipeline for extracting and identifying useful features that best represent data, a few of the most important machine algorithms, and evaluating their performance for modeling data. Topics covered include decision trees, logistic regression, linear discriminant analysis, linear and non-linear regression, basic functions, support vector machines, neural networks, Bayesian networks, bias/variance theory, ensemble methods, clustering, evaluation methodologies, and experiment design.

DATA 603: Platforms for Big Data Processing (3 cr.)

The goal of this course is to introduce methods, technologies, and computing platforms for performing data analysis at scale. Topics include the theory and techniques for data acquisition, cleansing, aggregation, management of large heterogeneous data collections, processing, information and knowledge extraction. Students are introduced to map-reduce, streaming, and external memory algorithms and their implementations using Hadoop and its eco-system (HBase, Hive, Pig, and Spark). Students will gain practical experience in analyzing large existing databases.

DATA 604: Data Management (3 cr.)

This course introduces students to the data management, storage and manipulation tools common in data science. Students will get an overview of relational database management systems and various NoSQL database technologies, and apply them to real scenarios. Topics include: ER and relational data models, storage and concurrency preliminaries, relational databases and SQL queries, NoSQL databases, and Data Governance.

DATA 605: Ethical and Legal Issues in Data Science (3 cr.)

This course provides a comprehensive overview of important legal and ethical issues pertaining to the full life cycle of data science. The student learns how to think through the ethics of making decisions and inferences based on data and how important cases and laws have shaped the data science field. Students will use real and hypothetical case studies across various domains to explore these issues.

DATA 606: Data Science Project (3 cr.)

This is a semi-independent course that provides the advanced graduate student in the Data Science program the opportunity to apply the knowledge, skills and tools they've learned to a real-world data science project. Students will work with a real data set and go through the entire process of solving a real-world data science project. The project may be conducted with industry, government and academic partners, who can provide the data set, with guidance and feedback from the instructor.

DATA 607 Leadership in Data Science (3 cr.)

Course Description: In the rapidly evolving field of data science, technical expertise alone is not sufficient for success. Effective leadership is essential to navigate the complexities of data-driven decision-making and drive

impactful outcomes. The course is designed as a practical stage-by-stage field guide for our students to their careers in data science. It provides valuable insights and strategies for individuals at different career stages, from aspiring data science tech leads to seasoned data science executives. Through a comprehensive examination of several case studies, students will develop a deep understanding of the leadership skills, capabilities, and virtues necessary for success in the field of data science.

DATA 608 Probability and Statistics for Data Science (3 cr.)

Course Description: Data science relies heavily on the principles of probability theory and inferential statistics for extracting meaningful insight from complex datasets. DATA 608 introduces students to the essential concepts and tools of probability theory and statistics that form the backbone of data-driven decision-making processes. The course emphasizes a combination of theoretical tools, and application-oriented analysis to enable students to utilize statistical methods effectively in real-world data science scenarios.

This course consists of two major parts. In the first part, the key concepts of probability theory such as the probability space, different distribution functions, probability mass functions and densities, random variables, variance and covariance, expectation values and moments, conditional probability, independence, Bayes formula, laws of large numbers, and the central limit theorem are introduced. In the second part of the course, the basic concepts of statistical inference are covered. Among the covered topics, sampling methods, confidence intervals, hypothesis testing, and (one-way and two-way) ANOVA are discussed.

DATA 611 Essential Mathematics for Machine Learning: An Applied Guide (3 cr.)

Course Description: This course aims to provide fundamental yet necessary mathematics for graduate students to better understand machine learning methods and algorithms. Fundamental concepts of linear algebra, analytic geometry, matrix decompositions, vector calculus, and optimization are taught with Python.

DATA 613 Data Visualization and Communication (3 cr.)

Course Description: Data visualization is a critical skill in the modern era, enabling professionals to transform complex data into actionable insights. In DATA 613 Data Visualization and Communication, students will embark on a journey to master the art and science of visualizing data effectively. This graduate-level course equips students with the knowledge and skills necessary to create compelling data visualizations and communicate their findings to diverse audiences.

DATA 621 Practical Deep Learning (3 cr.)

Course Description: This course reviews modern methods used in deep learning and neural network design. The material focuses on a broad set of techniques that are commonly used in state-of-the-art neural network architectures. It includes methods used broadly, as well as network styles prevalent in specific sub-domains like computer vision, natural language processing, and social network analysis. The course does not review derivations of algorithms, but it explains methods with (somewhat gentle) math.

DATA 623 Hands-On Generative AI (3 cr.)

Course Description: This course introduces Generative AI (GenAI) by focusing on practical applications and hands-on experience with cutting-edge GenAI models. Students will learn to implement and apply GenAI models to generate text, images, music, and videos while addressing the ethical challenges inherent in GenAI.

DATA 624 Data Science for Finance (3 cr.)

Course Description: The aim of the course is to introduce and apply data science tools to model financial phenomena. This course is a first step towards better understanding financial issues with the help of data science.

The topics to be covered are accessing financial data via APIs, regression analysis for finance, time series analysis, net present value, simulation, and modern portfolio theory.

DATA 696 – Independent Study for Interns and Co-op Students (1-3 cr.)

Description: Supervision of student internship/co-op activities in the data science discipline. A short technical report that describes the activities conducted relevant to theoretical or operational concepts learned in other coursework and lessons gained through the internship/co-op experience is required at the end of the course. The course grade will be based on the technical report. The report will be submitted to the student's Graduate Program Director by the last day of the semester.

DATA 699 – Independent Study in Data Science (1-3 cr.)

Description: Individualized research activities under faculty supervision related to data science.

Appendix 8

Full-time Faculty Supporting the M.S. in Applied Data Science program

The CSEE faculty listed below supporting the M.S. in Applied Data Science are full-time regular faculty with data science expertise. Specific course/teaching assignments typically change on a regular basis. Additional faculty, including full-time, part-time, and/or adjuncts, may be included in the future to support instructional activities as needed.

Table 4: List of the names, ranks, and status of the CSEE faculty members and the courses they can teach in the proposed program.

Name	Highest Degree Earned, Field, Institution	Rank	Status	Course(s)
Anupam Joshi	Ph.D., Computer Science, Purdue University	Professor	Full-time	DATA 607
Ergun Simsek	Ph.D., Electrical and Computer Engineering, Duke University	Assistant Professor	Full-time	DATA 601 DATA 606
Masoud Soroush	Ph.D., Computational Physics, Stanford University	Lecturer	Full-time	DATA 602 DATA 608
Ajinkya Borle	Ph.D., Computer Science, UMBC	Lecturer	Full-time	DATA 601 DATA 604
M. Ali Yousuf	Ph.D., Physics, Quaid-e-Azam University	Lecturer	Full-time	DATA 603 DATA 623
Frank Ferraro	Ph.D., Computer Science, Johns Hopkins University	Assistant Professor	Full-time	DATA 602 DATA 621
Tim Finin	Ph.D., Computer Science, Illinois Urbana-Champaign	Professor	Full-time	DATA 601 DATA 602
Rebecca Williams	Ph.D., Engineering Science, Dartmouth College	Assistant Professor	Full-time	DATA 613 DATA 623
Don Engel	PhD., Physics, University of Pennsylvania	Assistant Professor	Full-time	DATA 613
Manas Gaur	Ph.D., Artificial Intelligence, University of South Carolina	Assistant Professor	Full-time	DATA 621
Cynthia Matuszek	Ph.D., Computer Science, University of Washington	Associate Professor	Full-time	DATA 623 DATA 605
Tim Oates	Ph.D., Computer Science, University of Massachusetts	Professor	Full-time	DATA 602
Roberto Yus	Ph.D., Computer Science, University of Zaragoza	Assistant Professor	Full-time	DATA 605
Zeynep Kacar	Ph.D. Biostatistics, University of Maryland, College Park	Lecturer	Full-time	DATA 608 DATA 624

Appendix 9
Degree Path

There is no required path toward degree completion and students generally may take courses in any order. Most students are encouraged to start with DATA 601 (Introduction to Data Science), especially if they are new to the discipline. Other courses may be taken in any order except that the capstone project (DATA 606) is usually taken after completing the core courses – most often during a student's final semester.

There are no academic or knowledge prerequisites for the core courses required for degree completion. However, certain specialized electives may have academic, professional, or knowledge prerequisites, such as DATA 621 (Practical Deep Learning) or DATA 623 (Hands-on Generative AI). For highly specialized electives, students lacking the appropriate background are encouraged to speak with their respective program director and/or the course instructor before registering to determine their ability to complete such courses successfully.

Appendix 10

Table 5: Resources and Narrative Rationale

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/fee Revenue (c + g below)	3877826.4	3991451.39	4108430.92	4228864.57	4352854.84
a. Number of F/T Students	193	193	193	193	193
b. Annual Tuition/Fee Rate	18688.32	19248.9696	19826.4387	20421.2318	21033.8688
Annual Credit Hour Rate	18	18	18	18	18
c. Total F/T Revenue (a x b)	3606845.76	3715051.13	3826502.67	3941297.75	4059536.68
d. Number of P/T Students	29	29	29	29	29
e. Credit Hour Rate	1038.24	1059.0048	1080.1849	1101.78859	1123.82437
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total P/T Revenue (d x e x f)	270980.64	276400.253	281928.258	287566.823	293318.159
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	3877826.4	3991451.39	4108430.92	4228864.57	4352854.84

The proposed program is expected to generate a steady increase in tuition and fee revenue over its first five years, reflecting stable enrollment trends in both full-time and part-time student categories. Based on historical enrollment patterns, where over 50 new students have joined our graduate data science programs annually for the past five years, we anticipate sustained demand in this growing field of artificial intelligence.

In Year 1, total revenue is projected at $3,877,826, with contributions from 193 full-time students and 29 part-time students. Full-time enrollment will remain steady at 193 students per year, with tuition and fee rates increasing from $18,688 per student in Year 1 to $21,034 in Year 5. Correspondingly, full-time tuition revenue will rise from $3,606,846 in Year 1 to $4,059,537 in Year 5.

Part-time student enrollment is projected to hold at 29 students per year, with tuition calculated based on a per-credit-hour rate that increases incrementally from $1,038 in Year 1 to $1,124 in Year 5. Assuming an average of 9 credit hours per year per part-time student, revenue from this segment is expected to grow from $270,981 in Year 1 to $293,318 in Year 5.

With no reliance on reallocated funds, grants, contracts, or other external sources, tuition and fees will fully support the program's financial sustainability. By Year 5, total revenue is projected to reach $4,352,855, reflecting both modest tuition adjustments and consistent enrollment patterns.

Appendix 11

Table 6: Program Expenditures and Narrative Rationale

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	201000	207030	213240.9	219638.127	226227.271
a. Number of FTE	1	1	1	1	1
b. Total Salary	150000	154500	159135	163909.05	168826.322
c. Total benefits	51000	52530	54105.9	55729.077	57400.9493
2. Admin. Staff	0	0	0	0	0
3. Support Staff	0	0	0	0	0
4. Technical Support and Equipment	3080	3172.4	3267.572	3365.59916	3466.56713
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	1597304.79	1645223.93	1694580.65	1745418.07	1797780.61
TOTAL (add 1-7)	1801384.79	1855426.33	1911089.12	1968421.8	2027474.45

To ensure the program's success and long-term sustainability, we have carefully projected expenditures across key categories, accounting for faculty, technical support, and operational needs.

1. Faculty: The program will be supported by one full-time faculty member starting in Year 1, responsible for developing and teaching core courses, advising students, and contributing to program administration. The associated costs include:

- Salary Expenditures: Beginning at $150,000 in Year 1, with annual increases to accommodate cost-of-living adjustments and merit raises, reaching $168,826 by Year 5.
- Fringe Benefits: Estimated at approximately 34% of salary, starting at $51,000 in Year 1 and growing to $57,401 by Year 5.

2. Administrative Staff: No additional full-time administrative staff will be required, as the program will leverage existing institutional resources to handle administrative functions.

3. Support Staff: Similarly, the program will utilize existing support staff within the department, eliminating the need for additional hires.

4. Technical Support and Equipment: To provide the GPD with basic computing needs, funds will be allocated for software licenses, computing resources, and necessary upgrades. To keep pace with inflation and evolving technological needs, expenditures will start at $3,080 in Year 1 and increase to $3,467 by Year 5.

5. Library Resources: No additional library expenses are anticipated. The university's existing digital and physical library resources sufficiently support faculty and student research needs.

6. New or Renovated Space: The program will be housed within existing facilities, requiring no new construction or renovation.

7. Other Expenses: Faculty development, conference travel, memberships, marketing, office supplies, and technology services. Initial expenditures are projected at $1,597,305 in Year 1, rising to $1,797,781 by Year 5 to support program growth, faculty engagement, and continuous improvement.

Total Expenditures: Overall, total program expenditures will increase from $1,801,385 in Year 1 to $2,027,474 in Year 5, ensuring financial sustainability while maintaining high-quality instruction and student support.

	Year 1	Year 2	Year 3	Year 4	Year 5
Program Resources					
1. Reallocated funds	$0	$0	$0	$0	$0
2. Tuition/fee Revenue (c + g below)	$3,877,826	$3,991,451	$4,108,431	$4,228,865	$4,352,855
a. Number of F/T Students	193	193	193	193	193
b. Annual Tuition/Fee Rate	$18,688	$19,249	$19,826	$20,421	$21,034
c. Total F/T Revenue (a x b)	$3,606,846	$3,715,051	$3,826,503	$3,941,298	$4,059,537
d. Number of P/T Students	29	29	29	29	29
e. Credit Hour Rate	$1,038	$1,059	$1,080	$1,102	$1,124
f. Annual Credit Hour Rate	9.0	9	9	9	9
g. Total P/T Revenue (d x e x f)	$270,981	$276,400	$281,928	$287,567	$293,318
3. Grants, Contracts & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1-4)	**$3,877,826**	**$3,991,451**	**$4,108,431**	**$4,228,865**	**$4,352,855**
Expenditure Categories					
1. Faculty (b + c below)	$201,000	$207,030	$213,241	$219,638	$226,227
a. Number of FTE	1	1	1	1	1
b. Total Salary	$150,000	$154,500	$159,135	$163,909	$168,826
c. Total benefits	$51,000	$52,530	$54,106	$55,729	$57,401
2. Admin. Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support Staff (b + c below)	$0	$0	$0	$0	$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Technical Support and Equipment	$3,080	$3,172	$3,268	$3,366	$3,467
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$1,597,305	$1,645,224	$1,694,581	$1,745,418	$1,797,781
TOTAL (add 1-7)	**$1,801,385**	**$1,855,426**	**$1,911,089**	**$1,968,422**	**$2,027,474**

* Due to the nature of this Master's degree, most enrollment will draw from already existing UMBC full-time students who add the degree. As these students do not generate NEW revenues, the budget does not reflect revenue for these students.

Appendix 12

Educational Assessment Methods

Program evaluation is done by assessing learning outcomes using UMBC's existing policies and procedures.

CSEE faculty periodically review syllabi, rubrics, labs, and projects to ensure a standard student experience and that materials used and presented remain relevant viz-a-viz current industry trends.

The CSEE department and UMBC generally evaluate full-time faculty through the university's established promotion and tenure process in the traditional areas of teaching, research, and service. This process includes a review of their syllabi, labs, courseware, samples of student products, classroom observation, and student surveys.

Qualified adjunct faculty, upon verification of their academic and professional credentials, are appointed members of the UMBC Graduate School. Adjunct faculty are evaluated by full-time faculty members through regular curriculum reviews, mentoring, periodic classroom observation, and addressing student feedback promptly to ensure the quality of instruction and the student's educational experience.

All UMBC faculty (regular and adjunct) are evaluated via the administration of online student surveys issued at the end of each semester. The data from this survey is shared with the instructor and publicly available via IRADS, while any qualitative comments received are shared only with the instructor. Faculty are encouraged to work with their program director, colleagues, UMBC's Center for Applied Learning and Teaching (CALT), or the DOIT to conduct objective course assessment and/or pedagogical enhancement.

The Department of CSEE Chair and COEIT Dean regularly review student enrollment, retention, culture, and financial data from a strategic perspective to ensure program outcomes are aligned with Departmental and College priorities under UMBC's *Strategic Plan*. UMBC's Provost Office also engages in strategic and financial reviews of all UMBC programs. Exit surveys for graduating students are conducted each year by the Office of Professional Programs within the DPS as another gauge of the student's educational experience.

The USM's accountability obligation includes a requirement that each academic program be reviewed every seven years. Accordingly, UMBC conducts academic program reviews (APR) to gauge program effectiveness, quality, and culture. As recognized by USM and the Council of Graduate Schools, the APR process has five general purposes: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources.

Taken together, UMBC has a robust, multi-stakeholder method to assess academic program effectiveness, learning outcomes, student retention, student/faculty satisfaction, cost-effectiveness, and workforce relevance. These methods are supported by continual internal UMBC evaluation of industry trends and needs to ensure its programs continue to meet current and anticipated industry and workforce requirements in Maryland and beyond.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Towson University proposal to create a College of Graduate Studies

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 4, 2025

SUMMARY: Towson University (TU) has over 3,000 graduate students across 80 graduate programs. The student and faculty policies, curriculum processes, funding, student organizations, and all graduate programs are overseen by the existing Office of Graduate Studies (OGS), Office of Graduate Assistantship, and Office of Graduate Admissions under the leadership of the Dean and Associate Dean of Graduate Studies. Towson University proposes to change the Office of Graduate Studies designation to the **College of Graduate Studies** (CGS) at Towson University to better reflect the increasing complexity and growth in the university's graduate programs.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: Because there are existing offices and staffing handling the work now, the impact is modest. As graduate programming may grow, additional staffing may be needed, and the proposal indicates that budget adjustments are being made through the University's strategic planning structures.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Towson University to create a College of Graduate Studies.

COMMITTEE RECOMMENDATION:	DATE: September 4, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Alison M. Wrynn 301-445-1992	awrynn@usmd.edu

Proposal for a College of Graduate Studies
Submitted to the University System of Maryland Board of Regents
May 2025

Towson University proposes to create a new College of Graduate Studies beginning in the fall 2025 semester.

According to the bylaws of the Board of Regents for the University System of Maryland (Section III-7.05: *Policy on the Creation/Development by University System of Maryland Institutions of Schools or Colleges),* institutions requesting to create a new school or college must submit a narrative to the BOR addressing five areas:

1. Decision-making process involved
2. Rationale for creation of the new school
3. Mission statement for proposed school
4. Proposed administrative structure and resources needed
5. Faculty resources in place

Background

Towson University (TU) has over 3,000 graduate students across 80 graduate programs. The student and faculty policies, curriculum processes, funding, student organization, and all graduate programs are overseen by the currently existing Office of Graduate Studies (OGS), Office of Graduate Assistantship, and Office of Graduate Admissions under the leadership of the Dean and Associate Dean of Graduate Studies. We propose to change the Office of Graduate Studies designation to the **College of Graduate Studies** (CGS) at Towson University to better reflect the increasing complexity and anticipated growth in the university's graduate programs.

1. <u>Decision-making Process Involved</u>

Discussions on the evolution of the office to a college began during the summer of 2024. The OGS gathered information on similar institutions' structure for graduate administration to support the justification for the Graduate College.

The Academic Senate Executive Committee was informed in April 2025 about the intended change, with the approved proposal brought to the University Curriculum Committee shortly thereafter in accordance with TU policy, and to the Academic Senate as a point of information at the May 2025 meeting.

This proposal was provided to the Provost Office by the Dean of Graduate Studies in Spring 2025. The provost brought the proposal to the President's Cabinet (PC) in May 2025, with the PC voting unanimously for approval.

2. Rationale for Creation of a College of Graduate Studies

The proposal aligns with national graduate education models, including those similar to Towson University (see Appendix I for a list of peer and USM institutional models). The college, which will report to the university's Provost, will help to comprehensively to support graduate recruitment and admissions, graduate program development, graduate student career development, graduate student organizations, and advocacy for graduate students. In addition, the College of Graduate Studies will be involved in supporting the university's graduate students as well as its graduate faculty including their professional development, teaching research and scholarship.

This transition would not require new resources but would elevate existing administrative functions, improve the branding of graduate programs, and better coordinate the several primary units involved in supporting graduate education—the academic colleges, enrollment management, and university marketing and communications.

Towson University is recognized as a Master's Colleges & Universities: Larger Programs institution in the 2021 Carnegie classifications and as a Research Colleges and Universities institution in the 2025 classification. A crucial component of our excellence is graduate education. By reconstituting the College of Graduate Studies, TU aims to achieve the following outcomes:

a. **Increase coordination of efforts to grow graduate enrollment.** Growth in graduate enrollment aligns with current TU enrollment goals and is anticipated to produce growth in revenue. The College of Graduate Studies will facilitate TU's revenue growth by elevating graduate education as an essential component of the university. It also will support our continuing pursuit of Carnegie R2 status by enhancing coordination among graduate admissions, graduate program directors, and university leadership**.**

b. **A College of Graduate Studies will align Towson University with our peers and positively impact rankings.** External perceptions of Towson University as a high-quality academic institution will be enhanced by creating a College of Graduate Studies, which also will support the growth in our rankings. Additionally, forming a College of Graduate Studies will align TU with many of our peer institutions, aspirational peers, and other USM institutions. Appendix II provides information from 18 of these institutions. Currently, 15 of these universities have either a school or college dedicated to graduate programs. Additionally, 64% of the 200 member institutions responding to a survey on the organization and administration of Graduate Education by the Council of Graduate Schools in 2019 indicated that their formal administrative name included either "Graduate College" or "Graduate School." Forty-eight percent are led by a Dean and an additional 27% are led by an Associate/Vice Provost and Dean.

c. **A College of Graduate Studies will provide an incubator for new interdisciplinary programs**. Recognizing the growing complexity of the modern world, the CGS will enhance the collaboration, innovation and development of broader skills sets as the host for new cross-college programs. By addressing complex real-world problems, through innovation and research, these programs quickly will develop solutions to meet evolving industry needs.

These programs will educate students by providing an expanded set of skills needed to thrive in diverse professional settings and address global problems.

d. **The College will provide an identity, belonging and a home for our 3,000+ graduate students.** Because Towson University has historically been perceived as a primarily undergraduate institution, its graduate students are often overlooked in programming and planning. By creating a home and unique identity for these students the community of advanced learners will be enhanced through additional programming and opportunities for networking.

3. Mission Statement for the College of Graduate Studies

The mission of the TU College of Graduate Studies is to enhance the university's impact by supporting graduate students in pursuing scholarly activities, conducting advanced research, and receiving professional training while preparing for careers that will benefit the Maryland economy and beyond.

4. Proposed Administrative Structure and Necessary Resources

A Dean and Associate Dean of Graduate Studies, Director of Accelerated Programs, along with ten staff members (four support staff and six supporting graduate admissions) are currently in place within the Office of Graduate Studies at TU (Appendix II). Additionally, there are strong partnerships with the Division of Enrollment Management (DEM) and University Marketing and Communications (UMC). Within UMC, 1.5 staff members are dedicated to graduate marketing, and the DEM provides technical and physical support for graduate events and communication. As the College of Graduate Studies continues to grow, additional staff support will be required to enhance graduate student enrollment and record management, expand accelerated degree programs, and provide student and post-doctoral support services.

Budget adjustments via the University Strategic Enrollment Management structure and R2 initiative are currently underway, with recent investments focusing on both recruitment outreach and resources for students. A robust College of Graduate Studies will improve opportunities in the regional and national markets for our programs. Costs for rebranding (website, printed materials, banners, etc.) will be minimal, as current materials were created under “Graduate Studies” instead of “Office of Graduate Studies, " meaning any expenses would be one-time and manageable internally.

5. Faculty Resources in place

All TU-tenured and tenure-track faculty are members of the Graduate Faculty. No new faculty or staff members will be hired for this proposal. This proposal does not create or change the academic home of any existing programs but rather provides an incubator for the development of new interdisciplinary programs. Many TU faculty are actively engaged in graduate education, and faculty resources are currently in place to meet student demand in existing programs. Establishing the College of Graduate Studies would provide additional focused support for faculty lines dedicated to graduate education and will help to meet the anticipated need for faculty professional development as the graduate program portfolio matures.

Appendix I: Graduate Administrative Structure Summary

USM INSTITUTIONS

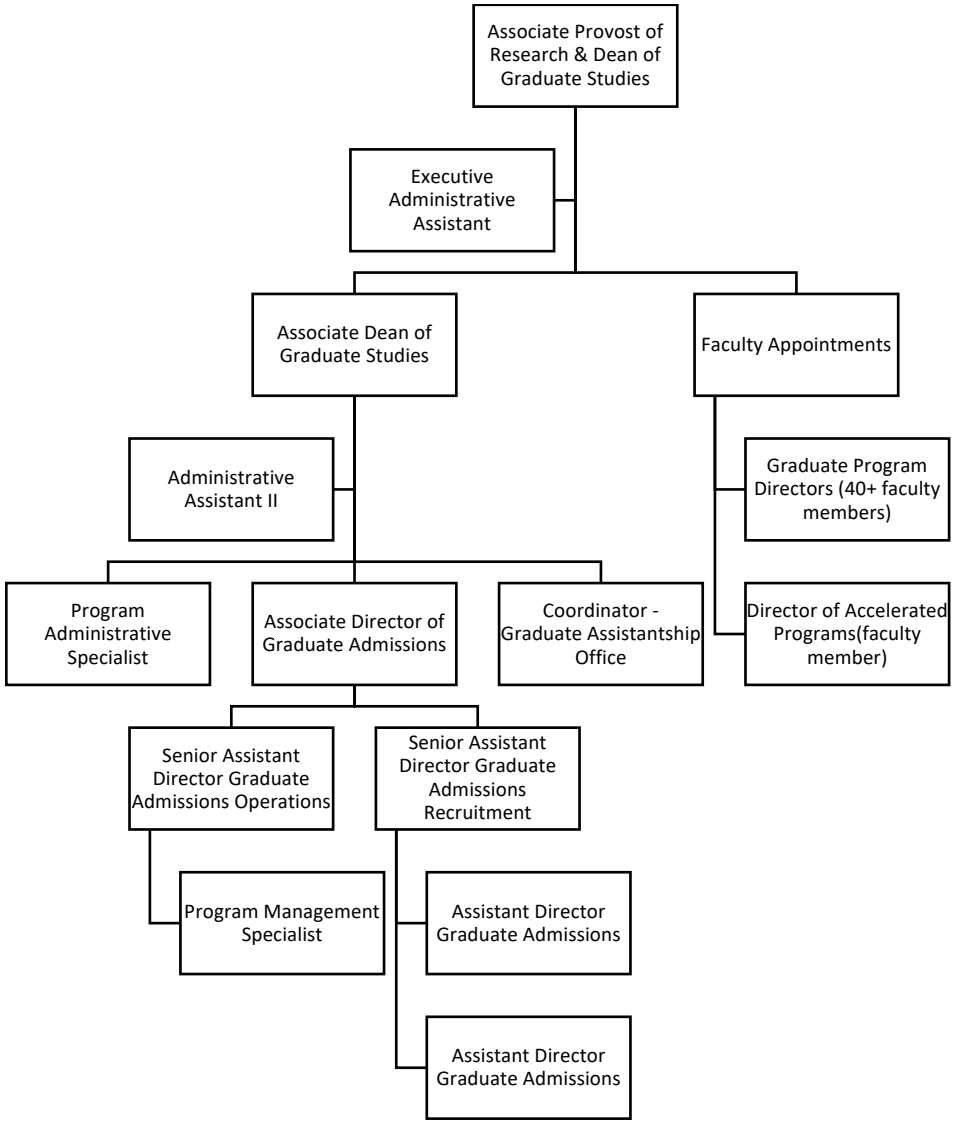
Campus	Graduate Divisions	Lead Officer	Duties	Graduate Programs
Bowie State University www.bowiestate.edu	Graduate School	Dean	• Admissions • Research • Fellowships	• 19 Master's Degrees • 3 Doctoral Degrees • 17 Graduate Certificates
Coppin State University www.coppin.edu	School of Graduate Studies	Dean	• Admissions • Research • Policies • Grad Assistants	• 13 Master's Programs • 1 Doctoral Program • 8 Graduate Certificates
Frostburg State University www.frostburg.edu	Office of Graduate Services	Associate Provost for Graduate Association	• Admissions • Graduate Assistants	• 16 Master's Programs • 1 Doctoral Program
Salisbury University www.salisbury.edu	Graduate School	Dean	• Research Policies • Graduate Assistants • Graduate Curriculum	• 11 Master's Programs • 2 Doctoral Programs • 5 Graduate Certificates
University of Maryland College Park www.umd.edu	The Graduate School	Associate Provost and Dean	• Admissions • Fellowships • Graduate Assistants • Graduate Curriculum	• 107 Master's Programs • 82 Doctoral Programs • 113 Graduate Certificate Programs
University of Maryland Baltimore County https://umbc.edu/	The Graduate School at UMBC	Vice Provost and Dean	• Admissions • Registration • Technology • Marketing	• 42 Master's Programs • 24 Doctoral • 27 Graduate Certificates
University of Maryland Eastern Shore https://wwwcp.umes.edu/grad/	School of Graduate Studies	Dean	• Admissions • Policies • Graduate Assistants • Research	• 21 Master's Programs • 9 Doctoral Programs • 2 Graduate Certificates • 5 staff members

PEER INSTITUTIONS

Campus	Graduate Divisions	Lead Officer	Duties	Graduate Programs
Appalachian State University www.appstate.edu	School of Graduate Studies	Dean	• Admissions • Recruiting • Student Services • Online Planning • Graduate Assistants • Professional Development	• 60 Master's Programs • 2 Doctoral Programs • 36 Certificates
California State University, Fullerton www.fullerton.edu	Office of Graduate Studies	Director of Graduate Studies	• Advising • Admissions • Graduation • Thesis/Dissertation Review	• 61 Master's Programs • 2 Doctoral Programs
Indiana University of Pennsylvania www.iup.edu	School of Graduate Studies and Research	Dean	• Thesis/Dissertations • Commencement • Funding	• 38 Master's Programs • 14 Doctoral Programs • 13 Graduate Certificates
James Madison University www.jmu.edu	The Graduate School	Dean	• Admissions • Assistantships • Funding • Thesis/Dissertation • Commencement	• 53 Master's Programs • 8 Doctoral Programs • 3 Graduate Certificates
Minnesota State University, Mankato www.mnsu.edu	College of Graduate Studies and Research	Dean	• Assistantships • Funding/Research Grants • Degree Audits • Graduation Applications • Thesis/Dissertation	• 68 Master's Programs • 5 Doctoral Programs • 45 Certificates
Montclair State University www.montclair.edu	The Graduate School	Dean	• Assistantships • Thesis/Dissertation • Admissions	• 48 Master's Programs • 6 Doctoral Programs • 37 Graduate Certificates

University of Massachusetts – Dartmouth www.umassd.edu	Office of Graduate Studies	Associate Provost	• Fellowships • Thesis/Dissertations • Admissions	• 30 Master's Programs • 10 Doctoral Programs • 15 Graduate Certificates
University of North Carolina, Charlotte www.charlotte.edu	The Graduate School	Associate Provost/Dean	• Assistantships • Appeals • Funding • Graduation tracking	• 71 Master's Programs • 24 Doctoral Programs • 60 Graduate Certificates
University of North Carolina, Wilmington www.uncw.edu	The Graduate School	Dean, Graduate School	• Admissions • Student Travel Awards • GSA • Graduate Council • Graduate Assistants	• 37 Master's Programs • 6 Doctoral Programs
West Chester University of Pennsylvania www.wcupa.edu	The Graduate School	Dean of The Graduate School	• Admissions • Recruitment • Records • Registration • Graduate Assistants • Program Coordinators	• 73 Master's Programs • 7 Doctoral Programs • 47 Graduate Certificates • 1 Letter of Completion • 5 Post Bac Certs
Western Washington University www.wwu.edu	Graduate School	Dean of the Graduate School/Vice Provost for Research	• Admissions • Graduate Assistants • Academic Policy • Advising	• 30 Master's Programs • 2 Doctoral Programs • 7 Graduate Certificates

Appendix II: Current Office of Graduate Studies Organization



UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Annual Review: EPSLS Committee Bylaws and Charge and Role and Responsibilities

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 4, 2025

SUMMARY: At the first committee meeting of every year, the Committee on Education Policy and Student Life and Safety reviews its bylaws and charge. These are then sent to the Committee on Governance and Compensation for review and approval.

ALTERNATIVE(S): Regents can offer recommendations that can be agreed upon during the meeting or taken back for further exploration and consideration.

FISCAL IMPACT: There is no fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents reaffirm (1) the EPSLS section of the Board of Regent Bylaws and (2) the EPSLS Committee Charge, Role, and Responsibilities guidance.

COMMITTEE ACTION:	DATE: September 4, 2025
BOARD ACTION:	DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

BYLAWS OF THE BOARD OF REGENTS
OF THE UNIVERSITY SYSTEM OF MARYLAND

(Adopted by the Board of Regents, April 5, 1989; Amended, September 27, 1990; Amended February 27, 1991; Amended June 9, 1995; Amended August 25, 1995; Amended December 1, 1995; Amended April 12, 1996; Amended April 4, 1997, Amended December 8, 2000, Amended August 23, 2002; Amended September 12, 2003; Amended December 12, 2003, Amended October 21, 2005, Amended September, 2008, Amended April 15, 2011, Amended December 7, 2012, Amended April 11, 2014, Amended June 10, 2016, Amended December 9, 2016, Amended February 22, 2019; Amended April 6, 2020 to be effective immediately, Amended April 16, 2021 to be effective July 1, 2021, Amended November 10, 2023, Amended December 15, 2023)

Article X

Section 1. Standing Committees of the Board. The Standing Committees of the Board are the Committee on Audit, the Committee on Education Policy and Student Life and Safety, the Committee on Finance, the Committee of the Whole, the Committee on Governance and Compensation, the Committee on Advancement, the Committee on Economic Development and Technology Commercialization, and the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

Section 4. Committee on Education Policy and Student Life and Safety.
A. The Committee on Education Policy and Student Life and Safety shall consider and report or recommend to the Board on all matters relating to institutional mission statements and education policies and programs for all institutions and major units, and all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services.

a. This Committee shall consider and report or recommend to the Board proposals for new academic programs and review and report to the board on the review of existing academic programs that align with the institution's mission, strategic plan, and priorities.

b. This Committee shall also consider and report or recommend to the Board on matters and policies relating to faculty, including but not limited to conditions affecting recruitment, appointment, rank, tenure, and retention, and issues brought to the Advisory Councils and USM Office of Academic and Student Affairs.

B. This Committee shall also consider and report or recommend to the Board matters and policies related to students and student support services including, but not limited to, college readiness, student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; student health and wellness; student government; and student organizations.

C. This Committee shall also consider and report or recommend to the Board matters and policies on inter-institutional cooperation, System-wide activities to include, but not limited to, training and public service, and collaborations with affiliated organizations.

D. This Committee shall also consider or report or recommend to the Board:

a. student-athlete health, wellness, and academic matters brought to it by the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the Chancellor, or the Board;

b. alumni engagement and related matters brought to it by the Committee on Advancement, the Chancellor, or the Board; and

c. research and related matters brought to it by the Committee on Economic Development & Technology Commercialization, the Chancellor, or the Board.

UNIVERSITY SYSTEM
of MARYLAND

Board of Regents
Committee on Education Policy and Student Life and Safety
Charge, Role, and Responsibilities

Charge:
The Committee on Education Policy and Student Life and Safety shall perform all necessary business and provide guidance to the Board of Regents on issues that pertain to academic affairs and student affairs functions at the institutions within the University System of Maryland.

Role and Responsibilities:
The Committee on Education Policy and Student Life and Safety shall consider and report or recommend to the Board of Regents on matters concerning academic and student affairs-related policies and programs for all institutions and major units including, but not limited to, all issues relating to academic programs such as curriculum development, adequacy of instructional facilities and specialized centers and institutes, and institutional support for student academic services; matters and policies relating to faculty; student enrollment, recruitment, retention, transfer, and articulation; financial aid; campus safety and security; student health and wellness; student government; and student organizations; and the overall intellectual, social, and emotional climate of the university.

Members of the Committee on Education Policy and Student Life and Safety are appointed annually by the Chairperson of the Board. The Committee holds at least five regularly scheduled meetings during the fiscal year. The members of the Committee may expect to receive information for review in order to consider and report or recommend to the Board of Regents on any of the following matters:

A. Institutional mission statements and goals
B. Establishment and disestablishment of schools and colleges
C. Proposals for new academic programs
D. Review of existing academic programs and enrollments within those programs
E. P-20 partnerships and initiatives
F. Academic transformation and innovation
G. Academic integrity
H. Libraries
I. Civic education and civic engagement
J. Student life and student services
K. Diversity, equity, inclusion, and accessibility
L. Global engagement
M. Student enrollment, recruitment, and retention
N. Transfer and articulation
O. Access and affordability
P. Student health and wellness
Q. Campus safety and security

R. Title IX and sexual misconduct
S. Faculty life and faculty conduct
T. Faculty policies and procedures including, but not limited to, appointments in rank and promotion to tenure
U. Faculty workload
V. Faculty awards nominations
W. Student awards and scholarships
X. Honorary degree nominations
Y. Extramural funding
Z. Relevant issues, reports, or requests as brought to the USM by the Maryland Higher Education Commission and other state agencies
AA. Additional pertinent issues as raised by the student, staff, and faculty advisory councils; university administrators; USM officials; and regents

The Committee on Education Policy and Student Life and Safety may receive, for information purposes from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, reports on academic issues (including but not limited to Academic Progress Rate and mid-year academic indicators) for and the health and wellness of student athletes and/or athletics teams.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Update on Digital Accessibility

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 4, 2025

SUMMARY: This information session will highlight the efforts being undertaken to meet the goal of digital accessibility as outlined in new Title II regulations by April 2026. The session will provide an overview of the new guidelines as well as support that is being organized by the USM Kirwan Center for Academic Innovation, in conjunction with colleagues across the USM.

USM Digital Accessibility Resources

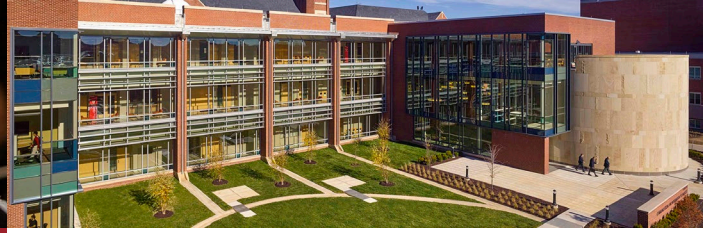
- USM DA Working Group – provide consultative and training support
- USM Digital Accessibility Hub – one-stop resource center
- Monthly Remediation Sprints – System-wide training opportunities
- USM Accessibility in Action Monthly Newsletter – sign up to follow our collective journey

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: September 4, 2025
BOARD ACTION:	DATE:
SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992	



What's New with Title II? Digital Accessibility across USM

Prepared for the USM EPSLS BOR Committee by Nancy O'Neill, USM Kirwan Center for Academic Innovation

University System of Maryland

Objectives

- Highlight what we mean by Digital Accessibility
- Provide an overview of the new Title II Digital Accessibility regulations and compliance deadline
- Share what the Kirwan Center is doing to support USM institutions

Accessibility vs. Accommodation

- Accessibility refers to proactively designing environments, products, and services so they can be used by everyone from the start.
- Accommodation involves making reactive, individualized changes or adjustments to meet the specific needs of a person with a disability after the fact.

Both are important for individuals with disabilities, but philosophically, our intent is to support a paradigm shift...

Paradigm Shift: Building Accessibly

- From an accommodation mindset to an accessibility mindset
- From a focus on IT/Web Accessibility to a focus on Digital Accessibility
- From this being the work of a disability support services office/IT office to this being everyone's responsibility

Defining Digital Accessibility

"Digital accessibility refers to the intentional design of electronic technologies **and materials** so that they are usable by all people, including people with disabilities. In the case of our increasingly technology-enhanced courses, digital accessibility means equal access to educational opportunity."

- USM Kirwan Center for Academic Innovation

The Digital Accessibility Challenge

- **What's New:** New Title II regulations have an April 2026 deadline where all digital content must be accessible
- **Broad Impact:** Websites, emails, documents, media, third-party tools, password-protected files
- **Current Reality:** Most institutions are significantly behind in preparation
- **Common Barriers:** Awareness, skills, time, competing priorities
- **Significant Risk:** Legal vulnerability, student and staff inequity, reputational damage

Beyond Compliance: Why this Matters

- **Student, Faculty, and Staff Success:** ensures everyone can access all materials in an equally effective manner
- **Inclusive Excellence:** aligns with our institutional values
- **Enrollment Impact:** prospective students notice accessibility shortcomings
- **Legal Protection:** prevents complaints and litigation
- **Public Mission:** fulfills our obligation to serve all Marylanders and those who connect to Maryland by way of our institutions

Understanding the Title II DOJ Rule

- Title II of the ADA prohibits discrimination against individuals with disabilities
- The DOJ published a final rule in 2024 that updates and adds to existing Title II regulations, clarifying digital accessibility requirements for public entities
- Requires WCAG 2.1 AA compliance standards for all digital content that is shared
- No blanket exceptions for content age, creator, or location (websites, intranet platforms, learning management systems, etc.)

The Leadership Role

- Position accessibility as a core value
- Use effective messaging
- Ensure necessary tools and support
- Provide structure, guidance, and recognition
- Guide people through significant workflow changes
- Set expectations and benchmarks

Kirwan Center Support

- Digital Accessibility Work Group – consultative support to institutions
- USM Digital Accessibility Hub – resource center
- Remediation “Sprints” provide hands-on time working through the six essential steps
- Digital Accessibility monthly newsletter
- Deans and Chairs, Campus Leaders information sessions, toolkits
- Digital Accessibility faculty mini-grants program
- Fall convening with the National Federation of the Blind

What Success Looks Like

- We routinely produce and use accessible materials/platforms/tools, from the start
- Students, faculty, and staff with disabilities seamlessly access content and services
- Department/Unit, Institutional, and System culture values and recognizes inclusive accessibility practices
- We undertake regular assessment and continuous improvement

USM Resources

- USM DA Working Group – consultative and training support
- USM Digital Accessibility Hub – one-stop resource center
- Monthly remediation Sprints – System-wide training opportunities
- USM Accessibility in Action Monthly Newsletter – sign up to follow our collective journey

Questions/Discussion

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: September 4, 2025

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2024 and August 2025, the Chancellor approved 108, including:

- suspension or discontinuation of 51 programs (including 16 degree programs, 17 certificates, 16 areas of concentration within an existing degree, and 2 offerings of off-campus, non-RHEC programs); 1 suspended program was reactivated;
- 14 title changes;
- 19 new certificates (undergraduate and graduate combined);
- 10 additions of online modality to an existing program; and
- 14 other actions, including new areas of concentration, modifications to existing degree programs, and new off-site locations.

In addition, the Board of Regents approved 35 new degree programs, one of which will be offered at the Universities at Shady Grove.

A chart detailing the Chancellor's actions and programs approved by the Board, for a total of 143 approvals, is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 4, 2025
BOARD ACTION: Information Only		DATE:
SUBMITTED BY: Alison Wrynn	301-445-1992	awrynn@usmd.edu

Academic Program Actions

AY 2024 - 2025

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates, Concentrations, Substantively Modified Programs, and Degree Changes	Title Changes	
Bowie State University (BSU)		Add online modality to PBC in Public Health Informatics (September, 2024) New Standalone UDC in English for Speakers of Other Languages (ESOL) - Fully Online (February 3, 2025) New PBC in English for Speakers of Other Languages (ESOL) (January, 2025) Add online modality to PBC in Project Management (January, 2025) Add online modality BS Early Childhood Education (AOC) Special Education (January, 2025) Add online modality BS Elementary Education (January, 2025)	Retitle Doctor of Applied Science in Computer Science to Doctor of Science in Computer Science (July, 2025)	New BS Artificial Intelligence (BOR approval June 13, 2025; MHEC letter pending) New BA in Dance (July 29, 2025) New BS in Accounting (May 15, 2025) New BS Immersive Media, Entertainment, and Gaming (January 25, 2025) New MEd in English for Speakers of Other Languages (ESOL) (October 29, 2024)

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
LDC: Lower-Division Certificate
PhD: Doctor of Philosophy
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Coppin State University (CSU)	Suspend BA in Global Studies (April, 2025) Suspend MEd Special Education program (April, 2025)	New PBC in Contemporary Teacher Leadership within existing MEd in Teacher Leadership (November, 2024) New PBC in Teacher Leadership in High Tech and High Impact Practices within the existing MEd Teacher Leadership (November, 2024) New PBC in Teacher Leadership in Action within the existing MEd Teacher Leadership (November, 2024) New PBC in Teacher Leadership in Culturally Sustaining Practice within the existing MEd in Teacher Leadership (November, 2024) New PBC in Teacher Leadership in Action within existing MEd in Teacher Leadership (November, 2024) New AOC in Early Childhood Education within existing MA (July, 2025) New AOC in Special Education within existing MAT (July, 2025) Add online modality to BS Marketing (July, 2025)		

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PhD: Doctor of Philosophy
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Frostburg State University (FSU)	Suspend Community Health AOC within the BS in Health and Wellness Education (April, 2025) Suspend AOC International History within BA History (July, 2025) Suspend AOC History of the Americas within BA History (July, 2025) Suspend BS Music AOCs in 1) Vocal Performance, 2) Music Industry (July, 2025)	Substantial Modification BA History (May, 2025) Add online modality to Master of Environmental Management (May, 2025) New areas of concentration for the newly approved B.Music : 1) Vocal Performance 2) Instrumental Performance 3) Music Industry (July, 2025) Substantively modify the existing BS in Music (July, 2025)		New BS Applied Computer Science (July 14, 2025) New Bachelor of Music (July 14, 2025)

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies
CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Art
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science
LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University (SU)		New AOC in Family Nurse Practitioner within MSN (September, 2024) Modality change to online for the MA in Conflict Analysis and Dispute Resolution (November, 2024)		New BS Biochemistry and Molecular Biology (June 25, 2025) New BS in Coastal Engineering (January 9, 2025)

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS Bachelor of Technical Studies
BPS: Bachelor of Professional Studies
CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Art
MFA: Master of Fine Arts
MPS Master of Professional Studies
MS: Master of Science
LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Towson University (TU)	Suspend the MA in Jewish Studies (May, 2025) Discontinue PBC Nursing Education (August, 2025) Discontinue MS in Social Science (August, 2025) Discontinue BS in Athletic Training (August, 2025) Discontinue CAS Reading Education (August, 2025) Discontinue PBC in Integrated STEM Instructional Leadership (August, 2025) Discontinue AOC in Clinical to Administrative Transition within MS Nursing (August, 2025) Discontinue AOC in Nursing Education within MS Nursing (August, 2025) Reactivate BS in Occupation and Well Being (July, 2025) Suspend PBC Arts Integration (July, 2025) Discontinue AOC in Computational Physics within BS Physics (July,2025)	New PBC in Geospatial Technologies (May, 2025) New PBC in Forensic Firearms and Toolmarks Analysis MS in Forensic Science (April, 2025) New PBC in Communicating Complex Information (July, 2025) Add online modality to MS in Mathematics Education (July, 2025) New PBC in Gifted and Creative Education within MEd in Gifted and Creative Ed. (July, 2025) Substantial modification of BS Physical Education (July, 2025)	Retitle Bachelor of Music (BM) AOC in Voice to AOC in Voice Performance (April, 2025) Retitle Bachelor of Music (BM) AOC in Keyboard to AOC in Keyboard Performance (April, 2025) Retitle Bachelor of Music (BM) AOC in Guitar to AOC in Guitar Performance (April, 2025) Retitle AOC in Applied Physics within BS Physics to AOC in Applied Physics and Engineering (July, 2025) Retitle BS Physical Education to BS Health and Physical Education (July, 2025)	

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CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Art
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science
LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Baltimore (UBalt)	Suspension of BA in Arts Production & Management (November, 2024) Suspend AOC in Finance within MS Business-Finance (July, 2025) Suspend UDC Forensic Document Analysis (July, 2025)	New PBC in AI Applications for Business (MHEC approval pending) New PBC in Fundamentals of AI for Business (MHEC approval pending) Substantial modification of MBA (February, 2025)	Retitle MS in Business with AOC in Finance to MS in Finance (November, 2024)	New BS AI for IT Operations (February 11, 2025) New MS User-Centered Cybersecurity (January 10, 2025) New MS AI for Business (August 19, 2025)

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Baltimore (UMB)	Discontinuations: PBC Oral Health Sciences (Febr, 2025) PMC Gerontology Acute Care (June'25) PBC & MS Vulnerability and Violence Reduction (May, 2025) MS Applied and Professional Ethics (May, 2025) PMC Pediatric Nurse Practitioner Primary Care (April, 2025) PMC Pediatric Acute Care Nurse Practitioner (April, 2025) PMC in Psychiatric Mental Health Nurse Practitioner (April, 2025) PMC Adult-Gerontological Primary Care Nurse Practitioner / Adult-Gerontol. Clinical Specialist (April, 2025) PMC Adult-Gerontological Nurse Practitioner (April, 2025) PMC Family Nurse Practitioner (April'25) PBC User Experience (July, 2025) BS Health Science (July, 2025) PBC Health Sciences (July, 2025) MS & PhD Toxicology (July, 2025)	New PBC in Real World Data & Pragmatic Research within MSN program (November, 2024) Substantial Modification Bachelor of Science in Nursing (May, 2025)	Retitle MS in Diversity, Equity, and Inclusion Leadership as MS in Leadership for Organizational Change (April, 2025) Retitle PBC in Intercultural Leadership as PBC in Leading Across Difference (April, 2025)	New Doctor (DSW) Social Work (February 28, 2025) New MS in Artificial Intelligence for Drug Development (January 10, 2025) New MS Medical and Health Studies (January 2, 2025) New MS Trauma Sciences (February 25, 2025)

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Baltimore County (UMBC)	Discontinue of UDC in Meida and Communications Studies (November, 2024)	New AOC in Literature and Culture within existing BA in English (January, 2025) New AOC in Writing, Rhetoric, and Technology within existing BA in English (January, 2025) New standalone UDC in Philosophy, Politics, Economics and Law (PPEL) (May, 2025)	Retitle BA in Music Education as BA in Music Teaching and Learning (February, 2025) Retitle BFA Visual Arts AOC in Print Media as AOC in Print and Intermedia Arts (May, 2025)	

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	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, College Park (UMD/UMCP)	Discontinue Vietnam location of MPS in Justice Leadership (July, 2025) Discontinue Nanjing location MA Criminal Justice and Criminology (July, 2025)	CIP Code change for BS in Bioengineering (September, 2024) New PBC in Professional Studies iteration - Equitable Mathematics Education Leadership (November, 2024) New iteration of PBC in Professional Studies - Program Planning in Public Health and Physical Activity (May, 2025) Change location for Baltimore City MBA from BioPark to Baltimore Peninsula (MHEC approval pending) Add online modality PBC in Intelligence Analysis (July, 2025)	Retitle BS Family Science as BS Family Health (May, 2025)	New MS in Information (June 10, 2025) New MS in Artificial Intelligence (June 10, 2025) New BA Global Culture and Thought (MHEC letter pending) New BA Global and Foreign Policy (July 21, 2025) New BA Public Service Interpreting and Translation – at Shady Grove (August 6, 2025) New MS in Biostatistics (February 11, 2025) New Ph.D. in Biostatistics (February 11, 2025) New MS in Climate Finance and Risk Management (October 9, 2025)

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Eastern Shore (UMES)	Suspend BA Music Education (April, 2025) Suspend BA Popular Music and Jazz (April, 2025)	New stand-alone UDC in Business Analytics (August 18, 2025) Add online PhD. In Applied Computer Engineering with AOC in Cybersecurity (April, 2025)	Retitle MS Cybersecurity Engineering Technology to MS in Applied Cybersecurity Engineering (January, 2025)	New BS Electrical Engineering (June 17, 2025) New BS Mechanical Engineering (June 13, 2025) New BS in Private Club Management (July 22, 2025) New BS Mathematics (pending MHEC letter)

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Global Campus (UMGC)	Discontinue the MS degree in Software Engineering (September, 2024) Suspend 5 AOC within the MS in Management: AOC in Information Systems AOC in Criminal Justice Management AOC Emergency Management AOC Homeland Security Management AOC Intelligence Management (April, 2025) Suspend BS Management Studies (April, 2025) Suspend MAT (April, 2025) Suspend MS Information Technology– AOC in Information Assurance (April, 2025) Suspend MS Information Technology– AOC in Management Information Systems (April, 2025)	Doctor of Business Administration (DBA) substantive modification (September. 2024) Change the CIP code of the DBA (September, 2024) New PBC Teaching Cybersecurity within the existing MS in Cybersecurity Technology (November, 2024) Substantively modify the BS in Business Administration (November, 2024)	Retitle BS in Business Administration as BS in Business Administration and Management (April, 2025)	New MS in Applied Artificial Intelligence (June 13, 2025) New BS in Artificial Intelligence (September 23, 2024) New MS in Homeland Security Leadership (September 23, 2025) New MS Public Safety Leadership (September 23, 2025) New BS in Sustainable Value Chain (October 9, 2024) New MS in Innovation and Entrepreneurial Leadership (September 23, 2025) New MS in Operations Management (October 9, 2024)

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TOPIC: Education Policy and Student Life and Safety Tentative Annual Agenda and Workplan, 2025-2026

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: September 4, 2025

SUMMARY: The Tentative Agenda for 2025-2026 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g., extramural funding, civic engagement and education, academic innovation), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

The attached workplan outlines the regular items that will appear on the agenda this year.

Today, the Committee has an opportunity to review the proposed annual agenda and workplan and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: September 4, 2025
BOARD ACTION:	DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE AND SAFETY
TENTATIVE AGENDA 2025-2026

Thursday, September 4, 2025 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. EPSLS Overview: Annual EPSLS Bylaws and Charge Review (Action)
3. Update on Digital Accessibility (Information)
4. Report on Academic Program Actions Delegated to the Chancellor, AY 2024-2025 (Information)
5. Update on Digital Accessibility (Information)
6. Tentative Annual Agenda, 2025-2026 and Workplan (Information)

Friday, October 17, 2025 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Notification of Awards: USM Regents Scholars Program, AY 2024-2025 and Wilson H. Elkins Professorships, FY25 (Information)

Wednesday, December 3, 2025 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Policy on Appointment Rank and Tenure of Faculty – Section C7 Revisions (Action)
3. Meet and Confer Policy Revisions (Action)
4. International Students (Information)

Thursday, January 29, 2026 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Report: Workload of the USM Faculty – Academic Year 2023-2024 (Information)

~~~~~~~~~~Closed Session~~~~~~~~~~~~~~

3. Board of Regents Faculty Awards Recommendations (Action)
4. Honorary Degree Nominations (Action)

Wednesday, April 8, 2026 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
3. Campus Crime Reports (Information)
4. New Program 5-Year Enrollment Review (Information)

~~~~~~~~~~~Closed Session~~~~~~~~~~

5. Board of Regents Student Excellence Scholarships (Action)

Tuesday, June 2, 2026 (9:30am; Virtual)

1. New Academic Program Proposals (Action)
2. Diversity, Equity, and Inclusion – 2025 Cultural Diversity Reports and Beyond (Action)
3. 2025-2026 EPSLS Agenda Brainstorming (Information)

Topics that we would like to cover but not sure where they fit in yet: prison education, AI - NASH Google Project + BoodleBox, teacher preparation, digital accessibility, strategic plan update

DRAFT

Education Policy and Student Life and Safety Work Plan

FY 2025 – 2026

Activity	Sept	Oct	Dec	Jan	Apr	Jun	Notes
Certification of EPSLS Committee Charge	X						
Tentative Annual Agenda	X						
Notification of Awards: Elkins Professors and Regents Scholarships		X					
Report on Academic Program Actions Delegated to Chancellor	X						
Faculty Workload Report				X			
BOR Faculty Awards Recommendations				X			
Honorary Degree Nominations				X			
Results of Periodic Reviews of Academic Programs					X		
BOR Student Excellence Scholarships					X		
Cultural Diversity Reports						X	
Agenda Brainstorming						X	
New Academic Program Proposals	X	X	X	X	X	X	

X – Scheduled
X – As Needed

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
September 3, 2025
Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Fish called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 1:31 p.m., with participants joining by video conference and teleconference.

Regents participating in the session included: Ms. Fish, Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. McMillen, Mr. Mirani, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Langrill, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, President Miralles-Wilhelm, Ms. Aughenbaugh, Mr. Donoway, Ms. Edenhart-Pepe, Mr. Henley, Mr. Kumar, Mr. Lockett, Mr. Lowenthal, Mr. Nemazie, Mr. Oler, Mr. Petree, Mr. Reuning, Mr. Sergi, Ms. Ross, Mr. Phillips, Mr. Olen, Mr. Williford, Ms. Hewlett, Mr. Atkins, Dr. Amoussou, Dr. Clemmons, Mr. Bonner, Mr. Motz, Ms. Auburger, Mr. Beck, Mr. Chanen, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Sule, Ms. McMann, and other members of the USM community and the public.

Regent Fish opened by welcoming all participants to the first Finance Committee meeting of the new academic year and extended a special welcome to Regent McMillen as a new member of the committee. Regent Fish noted that she would be exiting at 2:00 p.m., at which time Regent Gonella would preside over the remainder of the meeting. She then turned to the first item on the agenda.

1. Review of the Finance Committee Charge, Role, and Responsibilities (action)

Regent Fish explained that, at the beginning of each annual meeting cycle, the Board's Committee on Governance and Compensation requests that each committee review and update its charter as needed. She provided an overview of the purpose and responsibilities of the Finance Committee, which performs all necessary business and provides guidance to the Board in support of the University System's long-term financial health and development, grounded in strong fiscal and administrative policies.

She noted that the Committee considers, reports on, and makes recommendations to the Board regarding matters of financial affairs; capital and operating budgets; facilities; student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room and board charges; and the University System's long-range financial planning. Regent Fish also confirmed for the record that there is at least one member with financial expertise and experience, as required, and noted that there are in fact several members with such expertise on the committee.

She stated that there were no proposed changes to the Committee's charter at this time. For information purposes, materials included a chart outlining the Committee's tentative workplan for the year, which contained planned and scheduled items. In addition to structured actions, the Committee also addresses fluid and dynamic matters such as real estate acquisitions, contract awards, and policy development, with updates provided on major initiatives as they mature.

The Finance Committee recommended that the Board of Regents approve the charge as presented.

(Regent Fish moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

2. University of Maryland Center for Environmental Science: Voluntary Separation Incentive Program (action)

Regent Fish welcomed President Miralles-Wilhelm, who was joined by Mr. Nemazie, interim vice president for finance and administration, and Ms. Ross, assistant vice president of human resources. UMCES requested approval to implement a Voluntary Separation Incentive Program (VSIP) for employees whose salaries are supported by at least 35 percent state funding. The program is designed to encourage up to eight faculty members and three staff members to separate voluntarily. Participants would receive a contribution to their supplemental retirement account equal to 50 percent of their state-funded salary plus $500 for each year of service with the USM, with payments spread over two years in FY 2026 and FY 2027, capped at $50,000 per year. The program would be open to regular status employees who are at least 50 percent FTE and who have worked the equivalent of two years full-time at UMCES. If fully subscribed, UMCES estimated costs of $750,000 in both FY 2026 and FY 2027, which would generate approximately $1.2 million in salary savings in FY 2027 and lower the institution's salary base by about one percent, not including any state-approved COLAs or merit increases.

President Miralles-Wilhelm emphasized that the VSIP is not an isolated action but part of a broader institutional strategy that includes both divestment in some areas and investment in others, such as economic and workforce development. Regent Gooden observed that requests of this nature are typically presented within a broader context, which would better support the committee's deliberations. Regent Fish noted her concern that decisions on program participation would rest with the president rather than human resources. Regent Wood inquired about legal review, and Regent Fish confirmed that Ms. Langrill, assistant attorney general, had reviewed the proposal. Ms. Langrill offered that she serves both as AAG counsel and as the attorney assigned to UMCES. Mr. Nemazie noted that, given the institution's small size, the 11 potential participants represent a high percentage of the workforce. He explained that UMCES had considered a variety of other budget reduction options and that this program is one component of a plan started a couple of years ago. Regent Fish responded that it would be helpful for the committee to see that broader context.

Regent Fish, with the concurrence of the other members of the committee, deferred action on the item and asked UMCES to provide a more comprehensive overview of how the program fits into the institution's overall financial plan and strategy. Mr. Nemazie affirmed that the institution would provide additional narrative around the submission, and this reporting will be shared with members of the Finance Committee in advance of the Board meeting. Assuming satisfactory fulfillment of this request, the item will be placed on the agenda under the Committee of the Whole at the Board of Regents meeting on September 19 for consideration and action.

The Finance Committee did not take action on the proposed Voluntary Separation Incentive Program.

3. University of Maryland, College Park: IBBR Building – Create Center for Biomeasurement & Biomanufacturing Innovation (action)

Regent Fish welcomed representatives from the University of Maryland, College Park, including Mr. Reuning, interim vice president and chief administrative officer; Mr. Oler, vice president for finance and chief financial officer; Mr. Phillips, director of facilities planning; and Mr. Olen, executive director of the College Park service center. The University requested approval to renovate underutilized portions of Buildings 1A, 1B, and 2 at the Institute for Bioscience and Biotechnology Research (IBBR) in Rockville, adjacent to the Universities at Shady Grove. The project would establish the new Center for Biomeasurement and Biomanufacturing Innovation, a joint initiative with the National Institute of Standards and Technology (NIST). The project budget is $10 million, including $4 million in secured federal funds from NIST, $4 million in MPower funds, and $2 million in institutional funds. Through this partnership, the University and NIST intend to create state-of-the-art office and research space and launch a world-leading research and education center dedicated to advancing biomanufacturing innovation. The effort is further supported by approximately $29 million in multi-year programmatic funding from NIST. Contracts resulting from this project will require Board of Public Works approval. Regent Fish asked Mr. Reuning to comment further on the NIST funding and how the $4 million in federal support for the build-out relates to the broader multi-year commitment of $29 million.

Regent Gooden suggested that the University have a look at and consider whether underutilized space at USG's Building IV, the Biomedical Sciences and Engineering Facility, could instead be used for this purpose, in light of the importance of demonstrating fiscal constraint and pursuing potential capital savings. The University agreed to do so.

Regent Fish, with the concurrence of the other members of the committee, deferred action on the item and asked the University to provide additional reporting to the members of the Finance Committee in advance of the Board meeting. Assuming satisfactory fulfillment of this request, the item will be placed on the agenda under the Committee of the Whole at the Board of Regents meeting on September 19 for consideration.

The Finance Committee did not take action on the proposed IBBR Building Renovation.

4. Bowie State University: Refurbish Tubman Hall (action)

Following the departure of Committee Chair Regent Fish, Regent Gonella presided over the remainder of the meeting.

For this item, Mr. Kumar, vice president for administration and finance, and Mr. Williford, senior director of facilities management, on behalf of Bowie State University, were joined by Mr. Olen of the University of Maryland, College Park service center. BSU requested approval to increase the funding authorization for the Tubman Hall refurbishment project from $12.2 million to $19 million. To support the additional cost, the institution also requested $4 million in auxiliary revenue bonds. If the project is approved, a bond resolution will be presented at the October meeting.

The project involves a complete renovation of Tubman Hall, the oldest residence hall on campus, to provide 110 student beds and renew this important facility for the future. The requested increase reflects updated design requirements, higher construction costs, and several unforeseen conditions, including hazardous material abatement, structural repairs, replacement of major systems, and additional code and ADA compliance work.

The project is being delivered under a design/build contract, which combines design and construction services into a single team and contract, typically held by the builder. This approach simplifies the point of contact for the University, aligns responsibility with one party, and fosters collaboration between designer and builder. The intent is to achieve efficiencies in both cost and time. Contracts resulting from this project will require Board of Public Works approval.

Regent Hasan asked whether the request reflected a guaranteed maximum price. Mr. Williford responded that the figures presented are an estimate based on recently received bids and that the eventual price is expected to be lower. Regent Hasan observed that, in his experience, final project costs can increase when authorized budget levels are adjusted upward.

The Finance Committee recommended that the Board of Regents approve a revised total project budget of $19,000,000 for the refurbishment of Tubman Hall at Bowie State University, as described in the item, funded by $14,050,000 in USM Auxiliary Revenue Bonds and $4,950,000 in institutional funds.

(Regent Gonella moved recommendation, seconded by Regent Mirani; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

5. University of Maryland Global Campus: Approval for Guild Revenue Generating Contract (action)

Regent Gonella welcomed representatives from the University of Maryland Global Campus, including Mr. Sergi, senior vice president and chief operating officer; Mr. Lockett, vice president and chief financial officer; and Mr. Motz, vice president and chief partnerships officer.

UMGC requested approval of a revenue-generating contract with Guild. The retroactive element of the request stemmed from ambiguity in the USM policy on approval of procurement contracts. Because the agreement is a revenue-generating contract, it falls under one of the exclusions in the USM procurement policies and procedures. However, last year the Board of Regents revised the policy on approval of contracts to require that any contract over $5 million—regardless of exclusions—be presented for Board approval. This action is consistent with that revision.

Guild partners with major employers to administer tuition benefits that connect employees with academic programs at UMGC. Over the five-year contract term, the agreement is expected to serve an unduplicated total of approximately 6,000 students and generate about $57.9 million in revenue. The contract will also require approval of the Board of Public Works. Although it includes two one-year renewal options, UMGC does not intend to exercise those options and instead plans to conduct a competitive procurement.

Regent Mirani asked how much revenue had been generated under the agreement since 2021, and UMGC responded that approximately $35 million has been generated.

The Finance Committee recommended that the Board of Regents approve, as described in the item, partial retroactive and prospective approval for the University of Maryland Global Campus's contract with Guild.

(Regent Gonella moved recommendation, seconded by Regent Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

6. Convening Closed Session

Regent Gonella read the Convene to Close Statement.

> "The Open Meetings Act permits public bodies to close their meetings to the public in circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Committee on Finance will now vote to reconvene in closed session. The agenda for the public meeting today includes a written statement with a citation of the legal authority and reasons for closing the meeting and a listing of the topics to be discussed. The statement has been provided to the regents and it is posted on the USM's website."

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

(Regent Gonella moved recommendation, seconded by Regent Wood; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0

Regent Gonella thanked everyone for joining. The public meeting was adjourned at 2:08 p.m.

Respectfully submitted,

Ellen R. Fish
Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
September 3, 2025
Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Gonella called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 2:11 p.m. via video conference.

Regents participating in the session included: Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. McMillen, Mr. Mirani, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Dr. Masucci, Mr. Sandler, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Hickey, and Ms. McMann. Mr. Kumar, Ms. Hewlett, Dr. Amoussou, Dr. Clemmons, Mr. Atkins, and Mr. Bonner also participated in part of the session.

1. The committee discussed the awarding of a new contract for online program management services (§3-305(b)(14)).
   (Regent Gonella moved recommendation, seconded by Regent Hasan; approved)
   Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. The committee discussed the proposed FY 2027 Operating Budget submission and potential adjustments to the submission (§3-305(b)(13)).
   This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 2:56 p.m.

Respectfully submitted,

Geoff J. Gonella
Committee member, presiding

TOPIC: Review of the Finance Committee Charge, Role, and Responsibilities (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: The members of the Finance Committee will review and discuss any proposed updates to the Committee's charge, role, and responsibilities.

The members, through discussion, shall confirm for the record that the requirement, "there shall be at least one member with financial expertise and experience [appointed to the committee]," has been met.

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the charge of the Committee.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/3/25
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

UNIVERSITY SYSTEM of MARYLAND

Board of Regents
Committee on Finance
Charge, Role, and Responsibilities

September 3, 2025

Charge:

The Committee on Finance shall perform all necessary business and provide guidance to the Board to help ensure the long-term financial health and development of the University System, informed by strong fiscal and administrative policies.

Role and Responsibilities:

The Committee on Finance shall consider and report or recommend to the Board of Regents on matters concerning financial affairs; capital and operating budgets; facilities; student enrollment; investments; real property transactions; business entities; procurement contracts; human resources; tuition, fees, room and board charges; and the overall long-range financial planning for the University System.

Members of the Committee on Finance are appointed annually by the Chairperson of the Board. There shall be at least one member with financial expertise and experience. The Committee shall meet as needed, but no fewer than four times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

A. Establishment of the University System's five-year Capital Improvement Program (CIP) request prior to its submission to the Governor. The CIP is comprised of a prioritized list of academic projects (e.g., instruction, research), for which State bond or cash funding is requested.

B. Establishment of the University System's five-year System Funded Construction Program (SFCP) prior to its implementation. The SFCP incorporates prioritized requests from institutions for auxiliary and self-support projects (e.g., residence halls, parking facilities).

C. Authorization to issue debt to fund the capital program through the use of academic and auxiliary revenue bonds.

D. Off-cycle construction or renovation projects that exceed expenditure thresholds established in Board policy and procedures.

E. Facilities Master Plans are high level, strategic land-use, and physical development plans, which help direct campus construction and improvements 10-20 years into the future. They also guide campus priorities for the annual capital budget request. Typically, a campus president will give a presentation where they describe the institution's goals on a wide range of topics related to physical renewal and expansion, including: building location decisions, renovation and replacement options, utility expansion, real property acquisition, environmental concerns, and campus and community interaction.

F. Capital projects status report which outlines the progress of all major design and construction projects underway System-wide. Data fields include, but are not limited to, overall cost, schedule, funding sources and prior approvals, as well as the name of the project architect and primary contractor.

G. Aggregated energy and power purchase agreements; periodic reviews of progress by the System and individual institutions toward State sustainability goals pertaining to reduction of energy and greenhouse gas emissions.

H. Acquisition and disposition of real property.

I. Establishment of annual operating budget including state appropriation request to the Governor.

J. Establishment of, or changes to tuition, mandatory student fees, and residential room and board rates.

K. Student enrollment 10-year projection.

L. Fall student enrollment attainment for each institution.

M. The Finance Committee shall receive for information purposes, from the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, the annual report of the finances of intercollegiate athletics for those institutions with athletics programs.

N. Review on a regular basis certain of the System's material financial matters, including the annual audited financial statements, balance sheet management and debt strategy, review and endorsement of endowment spending rule.

O. Reports and recommendations from the investment advisor(s) and investment manager(s) regarding the investment of the Common Trust Fund and asset performance.

P. Establishment of business entities, public/private partnerships, and the initiatives covered under the Board's HIEDA policy.

Q. Review dashboard metrics and monitor outcomes for organizational improvement and excellence.

R. Establishment of, or changes to existing fiscal and administrative policies.

S. Human resources policies for all staff employees including but not limited to recruitment, retention, administration of benefits and leave, compensation and classification, layoff, separation, and grievances. This Committee shall also consider and recommend any changes to the exempt and nonexempt staff salary structures.

T. Consider and recommend institutional requests for Voluntary Separation Incentive Plans.

U. Awarding of contracts and entering into cooperative agreements as specified in VIII-3.0 USM Procurement Policies and Procedures. This Committee shall approve all contracts that exceed $5 million except contracts for capital projects, sponsored research, and real property.

V. Pursuant to Section 13-306 of the Education Article, the annual contract, and any amendments thereto, between University of Maryland, Baltimore (UMB) and University of Maryland Medical System Corporation which states all financial obligations, exchanges of services, and any other agreed relationships between them for the ensuing fiscal year concerning the University of Maryland Medical Center. Section 13-306 requires that the annual contract be submitted to the Board of Regents, upon recommendation of the UMB president, for consideration, any modification, and approval.

W. Continue as stewards of the USM Effectiveness and Efficiency efforts including:

- Supporting USM's strategic priorities of excellence, access and affordability, innovation, increased economic impact, and responsible fiscal stewardship.
- Emphasizing collaboration and inter-institutional activities.
- Fostering innovation and entrepreneurship to promote cultural changes and new operating models.
- Promoting the optimal use of technology in support of systemwide and campus operations.
- Reviewing and discussing periodic reporting on initiatives that promote effectiveness and efficiencies in the USM operating model, increase quality, serve more students, and optimize USM resources to reduce pressure on tuition, yield savings and cost avoidance.

UNIVERSITY SYSTEM of MARYLAND

BOR Finance Committee
Tentative Plan for FY 2026 Cycle

September 3, 2025

- FY 2027 Operating Budget Update
- UMCES Voluntary Separation Incentive Program
- Committee Charge Review

October 27, 2025

- Fall 2025 Enrollment Update and FY 2026 FTE Estimate
- Common Trust Fund Investment Performance Review; Overview of the CTF and Investment Manager role of USM Foundation

December 3, 2025

- FY 2027 Operating Budget Update
- Report on FY 2025 USM Procurement Contracts

January 28, 2026

- FY 2025 Audited Financial Statements and USM Financial Planning
- FY 2027 Operating Budget Update
- FY 2027 Capital Budget Update
- Status of Capital Improvement Projects

April 9, 2026

- Fiscal Year 2027 Schedule of Tuition and Mandatory Fees
- Self-Support Charges and Fees for FY 2027
- Enrollment Projections: FY 2027-2036
- Financial Condition and Financial Results of Intercollegiate Athletic Programs

May 13, 2026

- Capital Budget Workshop—hosted by the Finance Committee

June 4, 2026

- FY 2028 Capital Budget Request; and FY 2028-2032 Five-Year Capital Improvement Program
- FY 2027 System Funded Construction Program Request
- 48th Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Official Intent Resolution on Reimbursement of System Cash Balances Spent on Revenue Bond-Authorized Projects
- FY 2027 Operating Budget
- Biennial adjustment to Salary Structure(s)
- Proposed FY 2027 Contract between the University of Maryland, Baltimore and UMMS

Ongoing: acquisitions and dispositions of real property; modifications to leases; procurements and awarding/renewing contracts; capital project and P3 authorizations; creation of business entities; and development of/amendments to financial and administrative policies

TOPIC: Bowie State University: Refurbish Tubman Hall (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: Bowie State University (BSU) requests approval to increase the funding authorization for the Tubman Hall Refurbishment project by $6,756,000, raising the total authorization from $12,244,000 to $19,000,000. The project involves a complete renovation of Tubman Hall, the oldest building on campus, to provide approximately 110 student beds in a variety of suite configurations. Planned improvements include full interior demolition, hazardous material abatement, installation of an ADA-compliant entrance with a new elevator and other ADA upgrades, new bathrooms, and complete replacement and upgrades to the electrical and HVAC systems, including the addition of air conditioning.

The Board originally approved $12,244,000 for this project in the FY 2026–2030 SFCP, consisting of $10,050,000 in auxiliary revenue bonds and $2,194,000 in institutional funds. That estimate, based on early planning and schematic designs, was updated and reflects cost projections informed by the 95% design submission, which incorporates adequate contingency allowances.

The cost increase is primarily due to final design requirements, including discovery of unforeseen conditions, the challenges of modernizing a unique older building to current codes, and anticipated cost escalation driven by tariffs and labor shortages. Comprehensive hazardous material testing also revealed the need for full abatement. The revised estimate includes sufficient contingencies to reduce the risk of future delays or additional requests.

Contracts resulting from this project will require Board of Public Works approval.

ALTERNATIVE(S): BSU considered several options, including canceling the project, deferring it, or proceeding with significant scope reductions. However, given the University's current student housing shortage, which requires leasing approximately 350 off-campus beds at high cost, and the likelihood of higher construction costs with any delay, these alternatives were deemed impractical. Proceeding with the full scope of the project remains the most effective approach to address housing needs and support student recruitment and retention goals.

FISCAL IMPACT: Approval of the requested additional $6,756,000 would increase the total project budget authorization from $12,244,000 to $19,000,000. The annual operating cost for Tubman Hall will be approximately $925,000.

Funding Source	Current Approved Funding	Additional Funding Requested	Total Funding
USM Auxiliary Revenue Bonds	$10,050,000	$4,000,000	$14,050,000
Institutional Funds	$2,194,000	$2,756,000	$4,950,000
Total Project Budget	$12,244,000	$6,756,000	$19,000,000

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve a revised total project budget of $19,000,000 for the refurbishment of Tubman Hall at Bowie State University, as described above, funded by $14,050,000 in USM Auxiliary Revenue Bonds and $4,950,000 in institutional funds.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/3/25
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

Project Cost Summary

BSU Refurbish Tubman Hall

	Prior Budget Amt	Modification
Date	Jun-25	Sep-25
Stage of Estimate	**Design**	**Construction**
Design/Fees*	$784,000	$850,000
Construction Cost	$10,600,000	$16,500,000
Gen Contingency (10%)	$1,060,000	$1,650,000
Project Total	**$12,444,000**	**$19,000,000**
	*The project is being done under a Design/Build contract.	Reasons for the Increase: The project is facing a budget shortfall. The cost increase is due to the discovery of several unforeseen conditions, the inability to salvage existing systems, additional challenges of updating a unique, older building to comply with current codes and laws (ADA), as well as anticipated cost escalation driven by tariffs and expected labor shortages. Additionally, full hazardous material testing revealed the need for a more comprehensive abatement (additional $750k). The updated estimate includes sufficient contingencies to reduce the risk of future delays or requests for additional funds.
Rev 8/13/2025		

BOWIE STATE UNIVERSITY

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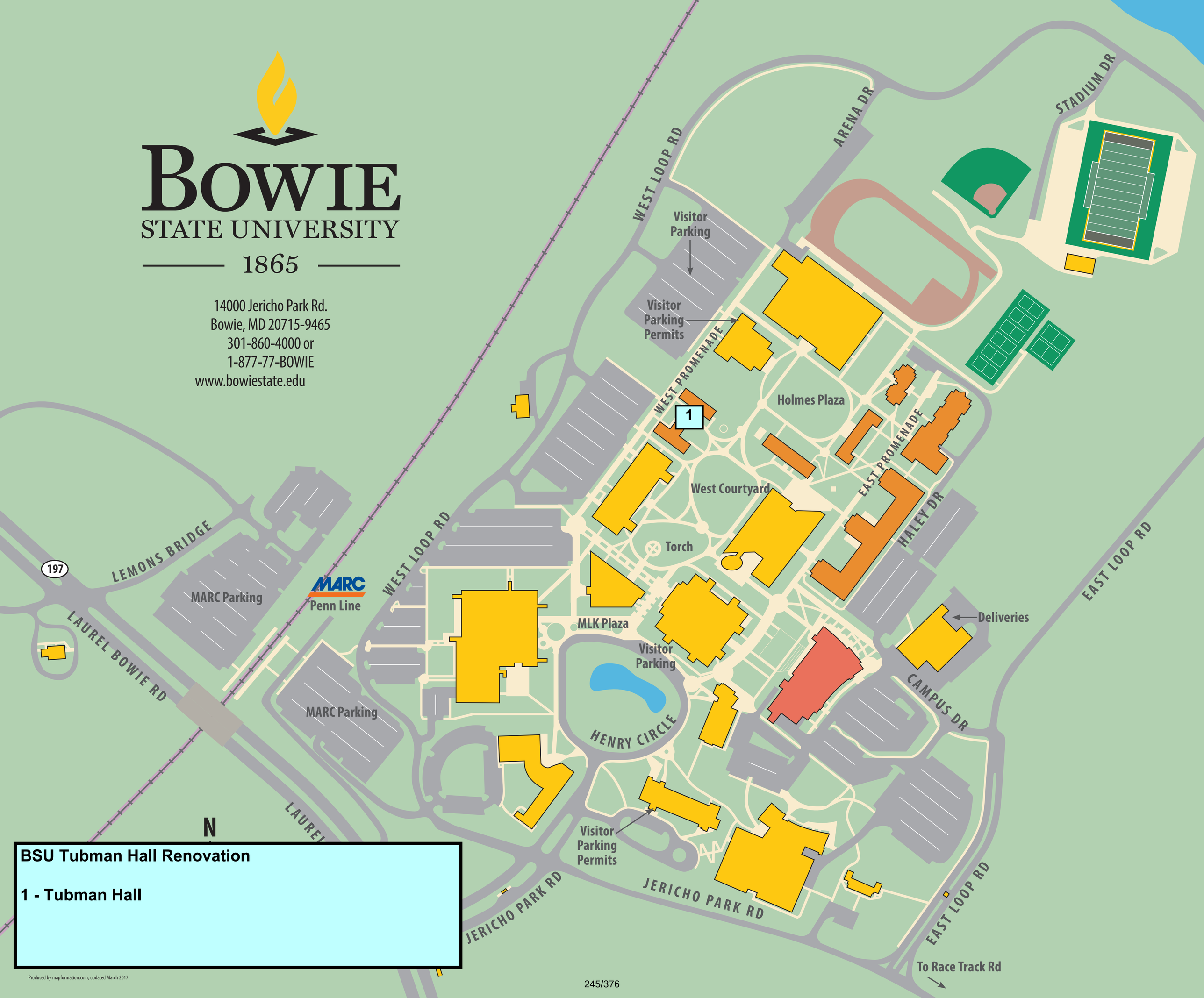

BSU Tubman Hall Renovation

1 - Tubman Hall

Produced by mapformation.com, updated March 2017

TOPIC: University of Maryland Global Campus: Approval for Guild Revenue Generating Contract (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: The University of Maryland Global Campus (UMGC) requests partial retroactive approval of a revenue-generating contract with Guild for student enrollment services, along with prospective approval for the remainder of the base contract. Guild is a Denver-based education services company that partners with major employers to administer tuition benefits, connecting their employees with academic programs at institutions such as UMGC.

The five-year contract, in effect from October 29, 2021, through October 28, 2026 is expected to generate approximately $57.9 million in revenue. The contract includes two optional two-year renewals; however, UMGC does not plan to exercise these options and will instead conduct a competitive solicitation at the end of the current term for these services.

The request for approval is made pursuant to USM Procurement Policies and Procedures: Section VIII.C.2 for procurements exceeding $5 million. While revenue-generating contracts fall under one of the exclusions in the USM Procurement Policies and Procedures, the USM Policy on Approval of Procurement Contracts was ambiguous about whether excluded categories still required BOR approval. The policy was amended and approved by the BOR on June 14, 2024, to clarify that any contract exceeding $5 million—regardless of an exclusion—must be presented for approval. This change is the basis for the partial retroactive approval request.

UMGC entered into a contract with Guild to connect employees of Guild's corporate partners with UMGC's educational offerings. Guild facilitates direct payment from employers to the University, providing these employees with access to quality education funded by their employers. Guild is the designated provider of tuition reimbursement access for employees of its corporate partners. Guild partners with a wide range of employers, many of which are included within the Fortune 500. Guild shares in a portion of the revenue from enrollments generated when these employees use their tuition benefits to enroll at UMGC. Since its launch in summer 2022 (FY23), the partnership has grown steadily and now serves over 2,800 students on an annual basis. The partnership is projected to provide education opportunities to more than 6,000 students over the five-year initial contract term.

This contract will require the approval of the Board of Public Works.

CONTRACTOR: Guild, 370 17th Street, Suite 300, Denver, CO 80202
Bijal Shah, CEO

ALTERNATIVE(S): If UMGC did not partner with Guild, the University would likely experience a reduction in both enrollments and associated revenues.

FISCAL IMPACT: Over the five-year initial contract term, UMGC's contract with Guild is projected to serve more than 6,000 students and generate approximately $57.9 million in revenue.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve, as described above, partial retroactive and prospective approval for the University of Maryland Global Campus's contract with Guild.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 9/3/25
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

TOPIC: Annual Review of the Governance and Compensation Committee Charge (action)

COMMITTEE: Governance & Compensation Committee

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: The members of the Governance & Compensation Committee will review and discuss any proposed updates to the Committee's charge, role, and responsibilities.

Annually, the Committee on Governance and Compensation reviews its charge to ensure that its articulated purpose and responsibilities are accurate and to make revisions as needed. An accompanying chart provides an update on tasks within the charge.

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Governance & Compensation Committee recommend that the Board of Regents approve the charge of the Committee.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson	

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University System of Maryland

Board of Regents
Committee on Governance and Compensation

PURPOSE

To assist the Board of Regents in fulfilling its responsibilities for the oversight of leadership of the University System of Maryland, specifically pertaining to optimal performance of the Board and personnel matters.

RESPONSIBILITIES

The Governance and Compensation Committee regularly meets six times annually and, with the approval of the BOR, is granted the authority to ensure that the Board operates according good governance principles and realizes its full potential as high performing Board. The committee is charged with reviewing matters pertaining to the organization and leadership structure of the University System of Maryland, its constituent institutions and centers and the System Office, other personnel matters such as collective bargaining agreements, compensation for individuals under BOR Policy VII-10.0 and matters pertaining to the optimal operation of the BOR.

A. Leads the Board in evaluating its performance, including developing guidelines for Board evaluations, administering biannual Board self-assessments, coordinating periodic comprehensive reviews of the Board, and assessment of Board committees.
B. Reviews Board Bylaws as needed and recommends changes for Board approval.
C. Reviews the program for new Regent orientation and ongoing Board development to ensure that Regents receive appropriate education and training, including Regent Mentor program and Regent Liaison Program.
D. Reviews and monitors compliance related to Board composition and Regent attendance.
E. Certifies the annual review of committee charters.
F. Defines and implements USM's philosophy for executive compensation, including
    - Periodic benchmarking and aging of peer compensation data;
    - Conducting a comprehensive review of peer data every 3 – 5 years;
    - Utilizing data to inform compensation for new presidents and chancellors; and
    - Monitor trends in compensation and maintain compensation tally sheets.
G. Develops and implements a framework for goal setting and annual and comprehensive executive performance review, including
    - Establishing/reviewing guidelines for comprehensive performance reviews of the USM Presidents and Chancellor
    - Approving annual goals for the Chancellor and USM Presidents,

- Reviewing annual performance assessments of the USM Presidents and Vice Chancellors,
- Conducting an annual review of the Chancellor,
- Conduct a comprehensive review of the Presidents every 3 – 5 years and review feedback,
- Under special circumstances, request additional performance reviews of the Chancellor and USM presidents, as appropriate

H. Recommends to the Board appointments and compensation for an Acting or Interim Chancellor or, on the recommendation of the Chancellor, Acting or Interim Presidents in the event of vacancies.
I. Monitors trends and opportunities for succession planning and leadership development
J. Maintains guidelines for Chancellor and Presidents Searches.
K. Maintains an annual calendar for the Governance and Compensation Committee
L. Maintains a schedule for USM policy review.
M. Reviews for information purposes contracts and appointment letters of certain personnel entered into by the USM and its institutions in accordance with Board of Regents Policy VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements.
N. Develops the parameters for compensation and terms of appointment for President and Chancellor hires for recommendation to the Board, to permit the Board to delegate negotiation of an appointment letter to the Chancellor or, in the case of a Chancellor's hire, the Board Chair.
O. Reviews and recommends for board approval, as appropriate, collective bargaining agreements and related reporting on collective bargaining activity in the USM.

USM Board of Regents Research and Economic Development Committee Minutes for May 6th, 2025

Call to Order: Regent Wood called to order the meeting of the University System of Maryland Board of Regents Committee on Research and Economic Development to order in public session at 10:30a.m. on Tuesday May 6th, 2025, via Zoom.

In attendance:

Panelists: William Wood, John Paul Sawyer, Michele Masucci, Anne Khademian, Lindsay Ryan, Julia Chadwick, Aileen Abel, Linda Gooden, Anwer Hasan, Moses Kairo, Jennifer Walsh, Elena Langrill, Jay Perman, Gail Bassette, Sidd Kaza, Amir Ansari, Michael Ravenscroft, Alison Wrynn, Michael Sandler, Ellen Herbst, Harry Coker Jr., Christopher O'Donnell

Audience: 20 attendees in the audience.

Agenda:

1. **Approval of Minutes.** Regent Wood called a vote to approve the minutes from the March 20th meeting of the Board of Regents committee on Research and Economic Development, but the committee did not have a quorum. The committee agreed to hear the minutes at the next full board meeting in June.

2. **Federal Research Landscape Update.** Vice Chancellor Masucci presented an update on the current federal research landscape to the committee. Vice Chancellor Masucci went over every change that has happened on the federal level concerning research and research administration since January 2025. She also announced plans for an in-person meeting of all

USM Research VPRs to brainstorm ways to support strengths and shore up weaknesses on a system-level. All meeting materials are available to the public on the USM website.

3. **Research Report for University of Maryland Eastern Shore.** Dean for the School of Agricultural and Natural Sciences at the University of Maryland Eastern Shore, Dr. Moses Kairo presented a detailed research report on UMES to the Research and Economic Development Committee. He presented past and ongoing UMES research initiatives in agriculture, human health, environmental science, natural resource management, and sustainable food production. All meeting materials are publicly available on the USM website.

4. **Mid-Atlantic Quantum Alliance.** Executive Director of the Mid-Atlantic Quantum Alliance, Dr. John Sawyer gave a presentation on the growing Quantum ecosystem in Maryland to the Research and Economic Development Committee. The Mid-Atlantic Quantum Alliance is a hub for quantum technology research, development and education that is facilitated by the University of Maryland College Park and has partnerships and support for numerous universities across the Mid-Atlantic Region. In his presentation, Dr. Sawyer both described what quantum computing is, and its importance to the state of Maryland's specifically. He also highlighted educational programs spearheaded by the alliance, a recent $1B investment in Quantum by the state of Maryland, and the expansion of quantum computing markets to Maryland and the nearby region. All meeting materials are publicly available on the USM website.

Action items:

5. Minutes from the 3/2/2025 Research and Economic Development Committee meeting were approved to move forward to the next full board meeting.

6. The Vice Presidents for Research across all USM institutions will meeting this summer in an in-person retreat to brainstorm the best way to leverage the research strengths of the system, and shore up collective weaknesses.
7. The RED Committee will highlight outstanding research projects across the USM to enhance visibility and recognition during the public session of RED Committee meetings going forward.

Adjourned: Regent Wood gave his closing remarks and adjourned the meeting at 12:10 p.m.

TOPIC: University of Maryland Center for Environmental Science: Voluntary Separation Incentive Program (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: The University of Maryland Center for Environmental Science (UMCES) seeks Board approval to implement a Voluntary Separation Incentive Program (VSIP) that is applicable to all employees whose salary is supported by at least 35% state funding. The goal of the VSIP program is to reduce its state-supported personnel costs for the purpose of generating budgetary savings consistent with UMCES's continued operational needs.

Employees participating in the Program will separate from employment effective before December 31, 2025, for staff, or before March 31, 2026, for faculty. UMCES would make contributions to the employee's supplemental retirement plan equivalent to over two years:

- 50% of the state-funded portion of the employee's salary; plus
- $500/year of service within the University System of Maryland.
- The total maximum of $50,000 per year in an individual's supplemental retirement account is expected to occur in two equal payments in FY26 and FY27.

Under the VSIP:

- Participation would be limited to three staff members and eight faculty members.
- Participants must be either regular status employees or faculty who have been employed within the USM on a full-time equivalency (FTE) basis for at least two years, or if employed on a part-time basis of at least 50%, then the equivalent of two years of full-time service (e.g., four years at 50% equals two years of service at 100%).
- Employees who are employed on less than a 50% FTE basis are excluded from the program.

The attached VSIP summary document provides additional detail. The proposed VSIP documents have been reviewed by the Office of Attorney General for legal sufficiency and approved by the HR organization.

ALTERNATIVE(S): The Committee could recommend that the Board of Regents not approve the Voluntary Separation Incentive Program as presented or suggest modifications.

FISCAL IMPACT: The anticipated cost associated with the VSIP will depend on the participation levels and associated salaries. If fully subscribed, the total estimated cost of the program is $750,000 in FY26 and FY27. This would generate an estimated $1.2 million in salary savings in FY27 and establish a lower salary base moving forward of approximately 1% of current salary budgets, not accounting for any increases due to state-approved COLAs or merit programs.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland Center for Environmental Science the Voluntary Separation Incentive Program for its employees, as presented.

COMMITTEE RECOMMENDATION: Item discussed; no action taken pending additional information, and forwarded to the Committee of the Whole for consideration and action.

DATE: 9/3/25

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

The University of Maryland Center for Environmental Science
Voluntary Separation Incentive Program

The University of Maryland Center for Environmental Science (UMCES or the University) is facing budget shortfalls stemming from the impact of the reduction of federal grant dollars and related facilities and administrative fees reimbursements, as well as cuts in State of Maryland appropriations. UMCES needs to reduce its State-supported personnel costs at all levels and in all components. To that end, the University is offering an incentive for employees to separate voluntarily from employment with the University (Separation Incentive) for purposes of generating budgetary savings for the University consistent with the University's needs.

A. Separation Incentive

As an incentive to separate from employment with the University (i) on or before March 31, 2026 for faculty ,or (ii) on or before December 31, 2025 for exempt and non-exempt staff, the University will make contributions to the University System of Maryland Section 403(b) Deferred Compensation Plan (the Plan) to the account of an employee approved by the Interim Vice President for Administration and Finance to receive the Separation Incentive. The amount and timing of an employee's separation incentive will be as follows:

1) The Separation Incentive will be 50% of current State-supported Annual Salary (as of September 19, 2025) plus $500 for each year of full-time service (as of October 1, 2025). The incentive will be contributed in two equal employer post-severance contributions to the Plan to be made in 2026 and 2027 of up to $50,000 per year, and is capped at $100,000 in total, if tax rules and regulations would prohibit the Employer's contribution in 2026, the rounded amount of the excess that cannot be contributed in 2026 will be contributed in 2028. Unless otherwise excluded herein, this program is open to employees who are in regular status exempt or non-exempt positions as well as faculty who are tenure-track, tenured or non-tenure eligible and who are currently participating in a) the State of Maryland Retirement System (Employee's or Teachers'), (b) the State of Maryland Pension System (Employees' or Teachers', original, reformed or contributory), or (c) the State of Maryland Optional Retirement Program.

2) Under current federal and State of Maryland tax laws, amounts contributed as a Separation Incentive will not be taxed until such time as the employee takes a distribution from the Plan. Note that all distributions from the Plan will be taxed in accordance with applicable federal and state law. The employee is responsible for ensuring that they have an open Plan account prior to separation from employment, and that such account

remains open until such time as all Separation Incentive contributions to the Plan have been made.

Note that if:

1) **the employee fails to open a Plan account prior to separation from employment or fails to keep such account open through the University's having made all Separation Incentive contributions to the Plan; OR**
2) **the employee dies prior to the University's having made all Separation Incentive contributions to the Plan; OR**
3) **the employee is reemployed by any State of Maryland higher education institution or other State of Maryland public agency, division, department, etc., prior to December 31 of the year the University makes its final Separation Incentive contribution to the Plan**

the University's obligations to make any outstanding part of the Separation Incentive shall immediately end.

B. Eligibility

1) UMCES' regular status exempt and non-exempt staff as of who have been employed within the University System of Maryland in a regular status position but not on probation and on a full-time basis, or the equivalent if employed on a part-time basis of at least 50% for at least two (2) years, (e.g., 8 years at 50% plus 16 years at full-time would equal 20 years) as of October1, 2025.

2) Faculty who have been employed within the University System of Maryland faculty position and on a full-time basis, or the equivalent if employed on a part-time basis of at least 50% for at least two (2) years, (e.g., 4 years at 50% plus 8 years at full-time would equal 10 years) as of October 1, 2025 and who are currently participating in a) the State of Maryland Retirement System (Employee's or Teachers'), (b) the State of Maryland Pension System (Employees' or Teachers', original, reformed or contributory), or (c) the State of Maryland Optional Retirement Program.

3) Years of employment which would count in either 1) or 2) may be combined provided that the employee is either a regular status exempt or non-exempt employee OR a faculty member within the University System of Maryland employed on at least a 50% basis. For employment time to count towards a year of service, during such period of employment within the USM, the employee or faculty member must have been a participant in (a) the State of Maryland Retirement System (Employee's or Teachers'), (b) the State of Maryland Pension System (Employees' or Teachers', original, reformed or contributory), or (c) the State of Maryland Optional Retirement Program.

4) An employee or faculty member who has:

(a) submitted their resignation on or before September 19, 2025, or
(b) applied on or before September 19, 2025, for retirement or disability retirement, or
(c) on or before September 19, 2025, entered into a separation agreement with the University, including but not limited to a transitional terminal leave or phased retirement agreement

shall not be eligible to participate in the incentive, even if the employee has revoked or withdrawn or revokes or withdraws resignation, application or agreement.

5) The University reserves the right to limit the total number of staff and faculty who receive the Separation Incentive based upon the needs of the University and cost savings to be generated, and also anticipates that it will not exceed a total of three (3) staff and faculty per UMCES unit. Additionally, no more than a total of three (3) staff (counting both exempt or non-exempt) and a total of eight (8) faculty (tenure-track, tenure, or non-tenure eligible) members throughout UMCES will be eligible. UMCES "unit" shall mean (a) Appalachian Laboratory, (b) Chesapeake Biological Laboratory, (c) Horn Point Laboratory, (d) Institute of Marine and Environmental Technology, (e) Integration and Application Network, (f) Maryland Sea Grant, (g) Research Fleet Operations, or (h) University Administration. The University may also consider how research funding could be affected by the separation of one or more individuals.

6) Individuals who receive 35% or less of state funds towards their salary are ineligible for this program.

7) Members of the Administrative and/or Executive Councils as of August 29, 2025, are ineligible to apply for this program unless they are only serving on behalf of a shared-governance group (Faculty Senate, Faculty Research Assistant Council, or Staff Council).

C. Application Process

An employee can request consideration for the Separation Incentive ONLY by filing the Application for Separation Incentive, Separation Agreement and Release (the Agreement) by attaching it to an email sent to hr@umces.edu on or before 11:59 PM on November 5, 2025. Only timely submissions to that email address will be considered. An employee can revoke the Agreement by providing written notice to hr@umces.edu on or before 11:59 PM on the seventh (7^{th}) day following the day on which the Agreement was filed. The Agreement cannot be revoked once this time has passed.

D. Approval Notification

The University administration will consider all Agreements which have not been revoked and notify all applicants whether they have been approved by the Interim Vice President for Administration and Finance to receive the Separation Incentive by email not later than November 17, 2025. Only those eligible employees who are approved by the Interim Vice President for Administration and Finance for participation will receive the Separation Incentive.

Separation from Employment

An employee who (1) filed an Agreement to receive the Separation Incentive (2) did not timely revoke the Agreement and (3) was selected to receive the Separation Incentive will end employment with the University effective at 11:59 PM on December 31, 2025, if a regular exempt or non-exempt staff member or March 31, 2026, if a faculty member. Termination of employment will be automatic on that date, except that an employee may separate earlier than such date upon request and with the written agreement of the University Interim Vice President for Administration and Finance; in that situation, will occur automatically on such earlier date as the Interim Vice President for Administration and Finance has approved.

D. Retirement

An Agreement to receive the Separation Incentive or selection of an employee to receive a Separation Incentive is separate from any decision of an employee who may choose to retire upon separation from employment. If an employee elects to retire, the employee is responsible for taking all steps necessary to implement such retirement. Please contact Lisa Ross at lross@umces.edu with questions pertinent to retirement for referral to the appropriate source for your inquiry.

UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE

APPLICATION, AGREEMENT & RELEASE
and
WAIVER OF EMPLOYMENT RIGHTS

Faculty Member Name:
_____

Faculty Member Title:
_____

Do you believe you have USM years of service (calculated as described in the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program) **other than** while employed by the University of Maryland Center for Environmental Science?

YES NO

If your answer is YES, please list where you were employed, in what position, and approximate dates of employment:

By my signature on this Application, Agreement & Release and Waiver of Employment Rights (Application, Agreement & Release), I authorize the University of Maryland Center for Environmental Science (the University) to obtain any employment, pension and retirement records necessary to verify my USM years of service (as defined in the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program).

My signature below indicates that I acknowledge and agree that:

(i) I have carefully read and fully understand the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program (the Voluntary Separation Incentive Program or VSIP) in its entirety, including the Program explanation, and this Application, Agreement & Release (together, the VSIP documents);

(ii) I have been advised to consult an attorney before signing this Application, Agreement & Release and have had sufficient opportunity to do so;

(iii) No other promises or inducements have been made to induce me to enter into the VSIP except as set forth in the VSIP documents;

(iv) This Application, Agreement & Release (including the terms of the VSIP), is the entire agreement regarding the terms of my separation from employment with the University; and

(v) No other promises or agreements shall be binding unless reduced to writing and signed by the parties.

By signing this Application, Agreement & Release, I acknowledge and agree that I have knowingly and voluntarily applied to participate in the Voluntary Separation Incentive Program. I acknowledge that I have had at least forty-five (45) calendar days to review the materials related to the Voluntary Separation Incentive Program, and that if I submit this Application, Agreement & Release prior to the end of that 45 day period, I do so voluntarily and knowing that I am free to take the entire 45 day period for review prior to submitting this Application, Agreement & Release. I further understand that, upon notification by the University's Assistant Vice President of Human Resources that my Application, Agreement & Release is complete, I have seven (7) calendar days during which I can revoke my Application, Agreement & Release. If I do not revoke and communicate my revocation of this executed Application, Agreement & Release in writing to Lisa Ross or by email to hr@umces.edu by the end of the seventh (7th) day following the University's communication of the email confirming that my Application, Agreement & Release is complete, this executed Application, Agreement & Release will become irrevocable and binding upon both myself and the University.

On or before November 17, 2025, the University will notify me by email whether it has accepted my application to participate in the VSIP. Upon acceptance by the University, and expiration of the seven (7) day revocation period, this Application, Agreement & Release will serve as my separation agreement with the University. I may submit a formal resignation consistent with the terms of the VSIP and this Application, Agreement & Release for my personnel records, but this Application, Agreement & Release will be the binding legal document whether or not I submit a formal resignation letter. No additional notice or letter to the University is necessary to give legal effect to my binding agreement to separate from employment with the University**. I understand that this Application, Agreement & Release does not replace actions I need to take to file for retirement or pension benefits, or retiree health benefits, should I choose to retire.**

To participate in the Voluntary Separation Incentive Program, I understand that I must:

1. Complete, sign and date this Application, Agreement & Release; AND
2. On or before 11:59 p.m. on November 5, 2025, submit by attachment to an email to hr@umces.edu the completed and executed Application, Agreement & Release and receive a written receipt for such submission. I understand that it is my responsibility to ensure that I have obtained a written receipt to show that I submitted my completed Application, Agreement & Release prior to November 6, 2025.

The Assistant Vice President of Human Resources, Lisa Ross, will review my Application, Agreement & Release and send me within one (1) business day of submission that my application has been received.

If there is a problem with my Application, Agreement & Release and it is earlier than November 5, 2025, Ms. Ross will also notify me so I can correct the concern and resubmit a corrected Application, Agreement & Release on or before 11:59 p.m. on November 5, 2025.

Once I receive notice that my Application, Agreement & Release is complete, I understand that I have seven (7) calendar days (the Revocation Period) to revoke my Application, Agreement & Release by providing email notice to hr@umces.edu**.** If I revoke this Application, Agreement & Release, I cannot participate in the Voluntary Separation Incentive Program unless I file another Application, Agreement & Release on or before 11:59 p.m. on November 5, 2025. If I do not revoke this Application, Agreement & Release within the seven (7) day Revocation Period and my application is approved by the Interim President Administration and Finance for my receipt of the Separation Incentive, then: 1) my employment with the University will terminate effective 11:59 p.m. on March 31, 2026 or such other earlier date that I request and the University Interim President Administration and Finance approves; and 2) subject to the conditions contained in this Application, Agreement & Release, the University agrees to pay to me a Separation Incentive equal to: (**1) 50% of the state-funded portion of my base annual salary in effect on September 19, 2025; plus (2) $500 per year of service within the USM, but no more than $100,000 as the total Separation Incentive**. For purposes of the Voluntary Separation Incentive Program, a year of service means employment with the University of Maryland Center for Environmental Science, the USM or any institution, center or institute of the USM while participating in a State of Maryland retirement or pension program or the State of Maryland Optional Retirement Plan. The University will notify me whether the Interim President Administration and Finance has approved my participation in the VSIP not later than November 17, 2025.

The University will pay the Separation Incentive as two equal employer contributions to the University System of Maryland Supplemental 403(b) Retirement Plan (the Plan) subject to federal tax restrictions and limits. The first contribution will be made between April 1, 2026, and June 30, 2026, and the second contribution will be made between January 1, 2027, and March 31, 2027. If federal tax limits prevent the University from contributing the entire amount due as the first VSIP contribution in 2026, the University will instead contribute the rounded amount of what cannot be contributed in 2026 between January 1, 2028, and March 31, 2028.

I understand that by participating in the Voluntary Separation Incentive Program, I agree that I will separate from employment with the University on or before March 31, 2026 and that I will not become an employee or independent contractor of the University of Maryland Center for Environmental Science, the University System of Maryland (USM), or any constituent institution, center, institute or component of USM or any State of Maryland institution, agency, or employer through December 31 in the year in which the University makes the final VSIP contribution described in the preceding paragraph. Employment with any State of Maryland employer during this time will result in forfeiture of all remaining VSIP contributions.

Participation in the Voluntary Separation Incentive Program and my eligibility to receive the Separation Incentive are conditioned upon my acceptance and fulfillment of the following conditions as well as acceptance of the terms above:

1. **To participate in this program, I must file my completed Application, Agreement & Release with Lisa Ross no later than 11:59 p.m. on November 5, 2025, and receive an acknowledgement that I have filed the Application, Agreement & Release in a timely manner. My executed Application, Agreement & Release must be emailed to** hr@umces.edu**. I understand that if I need assistance with sending the form, I can contact Lisa Ross (lross@umces.edu or 410-221-2017) during normal business hours and I will receive assistance to help me file the Application, Agreement & Release.**

2. **I may revoke my Application, Agreement & Release within seven (7) days of my submitting it to the University by providing my revocation either in writing delivered to Lisa Ross or by email to hr@umces.edu. If I revoke my Application, Agreement & Release during the seven (7) day Revocation Period, I will not be eligible to participate in the VSIP unless I submit another Application, Agreement & Release during the Application Period. If I do not revoke my Application, Agreement & Release within the seven (7) day Revocation Period and my application is accepted, my employment with the University will terminate effective 11:59 p.m. on March 31, 2026, or such other earlier date that I request and the** Interim President Administration and Finance **approves.**

3. The Interim President Administration and Finance of the University will decide whether to approve my application based upon the needs of the University, cost savings, and the pool of applicants for the VSIP. I understand that I will be notified whether the Interim President Administration and Finance has approved my application not later than November 17, 2025.

4. I will remain a University faculty member through March 31, 2026, or my earlier, approved separation date. My salary and compensation, as well as other terms and conditions of employment, will continue in effect through my separation date, subject to any salary reductions or furloughs applicable to faculty, or to the termination of grant funding supporting my salary. Until I separate from employment with the University, my employment, including my salary and compensation, will be subject to all laws or policies that are generally applicable to other University faculty members in my employment category. These matters (e.g. furloughs/salary reductions) may affect my actual compensation. Additionally, while employed by the University, I will continue to be subject to all applicable policies which could result in my discipline or termination earlier than my separation date. If I am terminated pursuant to University policy, I will not be eligible to participate in the Voluntary Separation Incentive Program, and this Application, Agreement & Release will be null and void.

5. This Application, Agreement & Release shall serve as my resignation from employment with the University, effective 11:59 p.m. on March 31, 2026 or such earlier date as I request and the Interim President Administration and Finance approves. **If I choose to retire following my separation from employment, I will need to execute any documents needed to effectuate my retirement, including enrollment in retiree health benefits for which I wish to enroll and for which I am eligible. Regardless of whether I choose to retire, and whether I take any**

additional actions to formally resign my position, my employment will terminate at 11:59 p.m. on March 31, 2026 or such earlier date as I request and the Interim President Administration and Finance **approves, and I will be removed from payroll as of that date.**

6. If I choose to resign my University employment earlier than March 31, 2026, but after the Revocation Period, I will relinquish the Separation Incentive unless the Interim President Administration and Finance approves such earlier separation date. If the Interim President Administration and Finance approves an earlier date, then all references to March 31, 2026, in this Application, Agreement & Release will be replaced by the date on which I separate from employment. This also means that I must have met all requirements set forth in the VSIP on or before my separation from employment with the University.

7. **To receive the VSIP Separation Incentive, I must open an account in the Plan and maintain this account in open and active status through the date of the final employer contribution of the Separation Incentive. Failure to open and maintain an account in the Plan will result in forfeiture on any Separation Incentive contributions which have not yet been made by the University. If I notify Human Resources that I need assistance with opening an account, I understand that they will assist me.**

8. **I understand that if I were to die prior to the University contributing the entire Separation Incentive to the Plan, the University's obligation to make any remaining Separation Incentive contributions will terminate, as required by federal law.**

9. **As a condition of participating in the VSIP, I cannot be re-employed or contracted by the University of Maryland Center for Environmental Science, the USM, any constituent institution, center, institute or component of the USM, nor any State of Maryland institution, agency, or employer (including but not limited to as: an employee, temporary employee, contractual employee, independent contractor or consultant) through December 31 in the year in which the University makes the final VSIP contribution described in the preceding paragraph. If I violate this provision, the University will have no obligation to pay any unpaid Separation Incentive, and may take legal action to recover any Separation Incentive that it has already paid.**

10. In addition, State law requires that any other employment I may accept or consulting work I may undertake subsequent to separating from employment with the University, must be consistent with the Maryland Public Ethics Law, the Public Private Partnership Act, and related University and University System of Maryland policies. If I have any questions about the applicability of conflict of interest rules to my situation, I can contact the Maryland Ethics Commission at (410) 260-7770.

General Release and Forbearance Agreement.

I release and discharge the University of Maryland Center for Environmental Science, and its officers, employees, and agents, the University System of Maryland and its Board of Regents, officials, employees and agents, the State of Maryland and its officials, employees and agents (the Released Parties) from all claims, rights, charges and/or causes of action ("claims") which I had, now have or hereafter may have based on any act or omission which occurred through the date I sign this Application, Agreement & Release. This release covers all claims arising out of or related to my employment with the University, the termination of my employment, and/or any other relationship of any kind between myself and a Released Party, including, but not limited to, claims under the Age Discrimination in Employment Act of 1967, as amended ("ADEA"), all other employment and employment discrimination laws, tort claims, contract claims, and claims under all federal, state, and local law and University System of Maryland and University of Maryland Center for Environmental Science policies and procedures. I am not, however, waiving claims to benefits due to me subsequent to separation from employment, including vested pension and retirement rights, payment for accrued and unused annual leave and holidays as of my separation from employment (subject to limitations on payment set by law or by policy of the University System of Maryland Board of Regents or the University of Maryland Center for Environmental Science), and payment of the Separation Incentive described in this Application, Agreement & Release. I acknowledge that this General Release is knowing and voluntary.

I confirm that the Separation Incentive to be provided under the Voluntary Separation Incentive Program is in addition to any compensation to which I am already entitled, and is consideration for my agreement to participate in the VSIP. I voluntarily agree to accept the Separation Incentive in full accord and satisfaction of all claims. This General Release is agreed to without reliance upon any statement or representation not contained in this Application, Agreement & Release.

I agree that I will not file or maintain any suit (or seek or accept any compensation, benefit, or other remedy of any kind in any non-judicial forum or in any court) arising out of or related to the matters released. Nothing in this Application, Agreement & Release shall be construed to prevent me from filing or participating in a charge of discrimination filed with, or investigation by, the Equal Employment Opportunity Commission or any other governmental agency. However, by signing this Agreement, I waive the right to recover any monetary damages, individual relief, or attorneys' fees from the University or any Released Party in any claim, charge, or lawsuit filed by myself or any other person on entity.

I acknowledge that I have been advised to consult with an attorney to consider the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program documents, and whether I voluntarily choose to apply to participate in the VSIP. I also understand that I am free to consult with financial advisors and personal advisors to assist in my decision-making. I have a period of at least 45 calendar days to consider the Voluntary Separation Program offer and to determine whether I want to participate in the Voluntary Separation Program by executing this Application, Agreement & Release. If I execute and submit this Application, Agreement & Release before the end of the 45-calendar day period, I have knowingly and voluntarily waived the 45 -day review period.

I may revoke this Application, Agreement & Release within seven (7) calendar days of when I file it with the University. If I choose to revoke, I will do so by notifying Lisa Ross by written or by electronic communication to hr@umces.edu before the end of the seven (7) calendar day Revocation Period. I understand that if I have been accepted into the program and I did not revoke within the seven (7) calendar day period, this Application, Agreement & Release will be final and binding and my employment with the University of Maryland Center for Environmental Science will end at 11:59 p.m. on March 31, 2026.

The waivers and the contractual undertakings made in this Application, Agreement & Release are binding upon me and my heirs and assigns. The commitments of the University are binding upon the University and its successors and assigns. The University's commitments are subject to State law and the terms of State and University employee benefit plans, as well as federal law. Taxation issues will be handled by the University in accordance with applicable law.

I have fully considered the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program documents, including the VSIP and this Application, Agreement & Release, and I have been advised to consult with my legal advisors before applying to participate in the Program.

I understand that I may contact Lisa Ross with questions about the VSIP at 410-221-2017 or hr@umces.edu.

_____ _____

Employee's Signature Date

_____

Employee's Printed Name

UNIVERSITY OF MARYLAND CENTER FOR ENVIRONMENTAL SCIENCE

APPLICATION, AGREEMENT & RELEASE
and
WAIVER OF EMPLOYMENT RIGHTS

Staff Member Name: _____

Staff Member Title: _____

Do you believe you have USM years of service (calculated as described in the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program) **other than** while employed by the University of Maryland Center for Environmental Science?

☐ YES ☐ NO

If your answer is YES, please list where you were employed, in what position, and approximate dates of employment:

By my signature on this Application, Agreement & Release and Waiver of Employment Rights (Application, Agreement & Release), I authorize the University of Maryland Center for Environmental Science (the University) to obtain any employment, pension and retirement records necessary to verify my USM years of service (as defined in the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program).

My signature below indicates that I acknowledge and agree that:

(i) I have carefully read and fully understand the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program (the Voluntary Separation Incentive Program or VSIP) in its entirety, including the Program explanation, and this Application, Agreement & Release (together, the VSIP documents);

(ii) I have been advised to consult an attorney before signing this Application, Agreement & Release and have had sufficient opportunity to do so;

(iii) No other promises or inducements have been made to induce me to enter into the VSIP except as set forth in the VSIP documents;

(iv) This Application, Agreement & Release (including the terms of the VSIP), is the entire agreement regarding the terms of my separation from employment with the University; and

(v) No other promises or agreements shall be binding unless reduced to writing and signed by the parties.

By signing this Application, Agreement & Release, I acknowledge and agree that I have knowingly and voluntarily applied to participate in the Voluntary Separation Incentive Program. I acknowledge that I have had at least forty-five (45) calendar days to review the materials related to the Voluntary Separation Incentive Program, and that if I submit this Application, Agreement & Release prior to the end of that 45 day period, I do so voluntarily and knowing that I am free to take the entire 45 day period for review prior to submitting this Application, Agreement & Release. I further understand that, upon notification by the University's Assistant Vice President of Human Resources that my Application, Agreement & Release is complete, I have seven (7) calendar days during which I can revoke my Application, Agreement & Release. If I do not revoke and communicate my revocation of this executed Application, Agreement & Release in writing to Lisa Ross or by email to hr@umces.edu by the end of the seventh (7th) day following the University's communication of the email confirming that my Application, Agreement & Release is complete, this executed Application, Agreement & Release will become irrevocable and binding upon both myself and the University.

On or before November 17, 2025, the University will notify me by email whether it has accepted my application to participate in the VSIP. Upon acceptance by the University, and expiration of the seven (7) day revocation period, this Application, Agreement & Release will serve as my separation agreement with the University. I may submit a formal resignation consistent with the terms of the VSIP and this Application, Agreement & Release for my personnel records, but this Application, Agreement & Release will be the binding legal document whether or not I submit a formal resignation letter. No additional notice or letter to the University is necessary to give legal effect to my binding agreement to separate from employment with the University**. I understand that this Application, Agreement & Release does not replace actions I need to take to file for retirement or pension benefits, or retiree health benefits, should I choose to retire.**

To participate in the Voluntary Separation Incentive Program, I understand that I must:

1. Complete, sign and date this Application, Agreement & Release; AND
2. On or before 11:59 p.m. on November 5, 2025, submit by attachment to an email to hr@umces.edu the completed and executed Application, Agreement & Release and receive a written receipt for such submission. I understand that it is my responsibility to ensure that I have obtained a written receipt to show that I submitted my completed Application, Agreement & Release prior to November 6, 2025.

The Assistant Vice President of Human Resources, Lisa Ross, will review my Application, Agreement & Release and send me within one (1) business day of submission that my application has been received. If there is a problem with my Application, Agreement & Release and it is earlier than November 5, 2025,

Ms. Ross will also notify me so I can correct the concern and resubmit a corrected Application, Agreement & Release on or before 11:59 p.m. on November 5, 2025.

Once I receive notice that my Application, Agreement & Release is complete, I understand that I have seven (7) calendar days (the Revocation Period) to revoke my Application, Agreement & Release by providing email notice to hr@umces.edu. If I revoke this Application, Agreement & Release, I cannot participate in the Voluntary Separation Incentive Program unless I file another Application, Agreement & Release on or before 11:59 p.m. on November 5, 2025. If I do not revoke this Application, Agreement & Release within the seven (7) day Revocation Period and my application is approved by the Interim Vice President for Administration and Finance for my receipt of the Separation Incentive, then: 1) my employment with the University will terminate effective 11:59 p.m. on December 31, 2025 or such other earlier date that I request and the University Interim Vice President for Administration and Finance approves; and 2) subject to the conditions contained in this Application, Agreement & Release, the University agrees to pay to me a Separation Incentive equal to: (**1) 50% of the state-funded portion of my base annual salary in effect on September 19, 2025; plus (2) $500 per year of service within the USM, but no more than $100,000 as the total Separation Incentive**. For purposes of the Voluntary Separation Incentive Program, a year of service means employment with the University of Maryland Center for Environmental Science, the USM or any institution, center or institute of the USM while participating in a State of Maryland retirement or pension program or the State of Maryland Optional Retirement Plan. The University will notify me whether the Interim Vice President for Administration and Finance has approved my participation in the VSIP not later than November 17, 2025.

The University will pay the Separation Incentive as two equal employer contributions to the University System of Maryland Supplemental 403(b) Retirement Plan (the Plan) subject to federal tax restrictions and limits. The first contribution will be made between January 1, 2026, and March 31, 2026, and the second contribution will be made between January 1, 2027, and March 31, 2027. If federal tax limits prevent the University from contributing the entire amount due as the first VSIP contribution in 2026, the University will instead contribute the rounded amount of what cannot be contributed in 2026 between January 1, 2028, and March 31, 2028.

I understand that by participating in the Voluntary Separation Incentive Program, I agree that I will separate from employment with the University on or before December 31, 2025 and that I will not become an employee or independent contractor of the University of Maryland Center for Environmental Science, the University System of Maryland (USM), or any constituent institution, center, institute or component of USM or any State of Maryland institution, agency, or employer through December 31 in the year in which the University makes the final VSIP contribution described in the preceding paragraph. Employment with any State of Maryland employer during this time will result in forfeiture of all remaining VSIP contributions.

Participation in the Voluntary Separation Incentive Program and my eligibility to receive the Separation Incentive are conditioned upon my acceptance and fulfillment of the following conditions as well as acceptance of the terms above:

1. **To participate in this program, I must file my completed Application, Agreement & Release with Lisa Ross no later than 11:59 p.m. on November 5, 2025, and receive an**

acknowledgement that I have filed the Application, Agreement & Release in a timely manner. My executed Application, Agreement & Release must be emailed to hr@umces.edu. I understand that if I need assistance with sending the form, I can contact Lisa Ross (lross@umces.edu or 410-221-2017) during normal business hours and I will receive assistance to help me file the Application, Agreement & Release.

2. **I may revoke my Application, Agreement & Release within seven (7) days of my submitting it to the University by providing my revocation either in writing delivered to Lisa Ross or by email to hr@umces.edu. If I revoke my Application, Agreement & Release during the seven (7) day Revocation Period, I will not be eligible to participate in the VSIP unless I submit another Application, Agreement & Release during the Application Period. If I do not revoke my Application, Agreement & Release within the seven (7) day Revocation Period and my application is accepted, my employment with the University will terminate effective 11:59 p.m. on December 31, 2025, or such other earlier date that I request and the Interim Vice President for Administration and Finance approves.**

3. The interim Vice President for Administration and Finance of the University will decide whether to approve my application based upon the needs of the University, cost savings, and the pool of applicants for the VSIP. I understand that I will be notified whether the Interim President for Administration and Finance has approved my application not later than November 17, 2025.

4. I will remain a University employee through December 31, 2025, or my earlier, approved separation date. My salary and compensation, as well as other terms and conditions of employment, will continue in effect through my separation date, subject to any salary reductions or furloughs applicable to University staff, or to the termination of grant funding supporting my salary. Until I separate from employment with the University, my employment, including my salary and compensation, will be subject to all laws or policies that are generally applicable to other University staff in my employment category. These matters (e.g. furloughs/salary reductions) may affect my actual compensation. Additionally, while employed by the University, I will continue to be subject to all applicable policies which could result in my discipline or termination earlier than my separation date. If I am terminated pursuant to University policy, I will not be eligible to participate in the Voluntary Separation Incentive Program, and this Application, Agreement & Release will be null and void.

5. This Application, Agreement & Release shall serve as my resignation from employment with the University, effective 11:59 p.m. on December 31, 2025 or such earlier date as I request and the Interim Vice President for Administration and Finance approves. **If I choose to retire following my separation from employment, I will need to execute any documents needed to effectuate my retirement, including enrollment in retiree health benefits for which I wish to enroll and for which I am eligible. Regardless of whether I choose to retire, and whether I take any additional actions to formally resign my position, my employment will terminate at 11:59 p.m.**

on December 31, 2025 or such earlier date as I request and the Interim Vice President for Administration and Finance approves, and I will be removed from payroll as of that date.

6. If I choose to resign my University employment earlier than December 31, 2025, but after the Revocation Period, I will relinquish the Separation Incentive unless the **Interim Vice President for Administration and Finance** approves such earlier separation date. If the **Interim Vice President for Administration and Finance** approves an earlier date, then all references to December 31, 2025, in this Application, Agreement & Release will be replaced by the date on which I separate from employment. This also means that I must have met all requirements set forth in the VSIP on or before my separation from employment with the University.

7. **To receive the VSIP Separation Incentive, I must open an account in the Plan and maintain this account in open and active status through the date of the final employer contribution of the Separation Incentive. Failure to open and maintain an account in the Plan will result in forfeiture on any Separation Incentive contributions which have not yet been made by the University. If I notify Human Resources that I need assistance with opening an account, I understand that they will assist me.**

8. **I understand that if I were to die prior to the University contributing the entire Separation Incentive to the Plan, the University's obligation to make any remaining Separation Incentive contributions will terminate, as required by federal law.**

9. **As a condition of participating in the VSIP, I cannot be re-employed or contracted by the University of Maryland Center for Environmental Science, the USM, any constituent institution, center, institute or component of the USM, nor any State of Maryland institution, agency, or employer (including but not limited to as: an employee, temporary employee, contractual employee, independent contractor or consultant) through December 31 in the year in which the University makes the final VSIP contribution described in the preceding paragraph. If I violate this provision, the University will have no obligation to pay any unpaid Separation Incentive, and may take legal action to recover any Separation Incentive that it has already paid.**

10. In addition, State law requires that any other employment I may accept or consulting work I may undertake subsequent to separating from employment with the University, must be consistent with the Maryland Public Ethics Law, the Public Private Partnership Act, and related University and University System of Maryland policies. If I have any questions about the applicability of conflict of interest rules to my situation, I can contact the Maryland Ethics Commission at (410) 260-7770.

General Release and Forbearance Agreement

I release and discharge the University of Maryland Center for Environmental Science, and its officers, employees, and agents, the University System of Maryland and its Board of Regents, officials,

employees and agents, the State of Maryland and its officials, employees and agents (the Released Parties) from all claims, rights, charges and/or causes of action ("claims") which I had, now have or hereafter may have based on any act or omission which occurred through the date I sign this Application, Agreement & Release. This release covers all claims arising out of or related to my employment with the University, the termination of my employment, and/or any other relationship of any kind between myself and a Released Party, including, but not limited to, claims under the Age Discrimination in Employment Act of 1967, as amended ("ADEA"), all other employment and employment discrimination laws, tort claims, contract claims, and claims under all federal, state, and local law and University System of Maryland and University of Maryland Center for Environmental Science policies and procedures. I am not, however, waiving claims to benefits due to me subsequent to separation from employment, including vested pension and retirement rights, payment for accrued and unused annual leave and holidays as of my separation from employment (subject to limitations on payment set by law or by policy of the University System of Maryland Board of Regents or the University of Maryland Center for Environmental Science), and payment of the Separation Incentive described in this Application, Agreement & Release. I acknowledge that this General Release is knowing and voluntary.

I confirm that the Separation Incentive to be provided under the Voluntary Separation Incentive Program is in addition to any compensation to which I am already entitled, and is consideration for my agreement to participate in the VSIP. I voluntarily agree to accept the Separation Incentive in full accord and satisfaction of all claims. This General Release is agreed to without reliance upon any statement or representation not contained in this Application, Agreement & Release.

I agree that I will not file or maintain any suit (or seek or accept any compensation, benefit, or other remedy of any kind in any non-judicial forum or in any court) arising out of or related to the matters released. Nothing in this Application, Agreement & Release shall be construed to prevent me from filing or participating in a charge of discrimination filed with, or investigation by, the Equal Employment Opportunity Commission or any other governmental agency. However, by signing this Agreement, I waive the right to recover any monetary damages, individual relief, or attorneys' fees from the University or any Released Party in any claim, charge, or lawsuit filed by myself or any other person on entity.

I acknowledge that I have been advised to consult with an attorney to consider the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program documents, and whether I voluntarily choose to apply to participate in the VSIP. I also understand that I am free to consult with financial advisors and personal advisors to assist in my decision-making. I have a period of at least 45 calendar days to consider the Voluntary Separation Program offer and to determine whether I want to participate in the Voluntary Separation Program by executing this Application, Agreement & Release. If I execute and submit this Application, Agreement & Release before the end of the 45-calendar day period, I have knowingly and voluntarily waived the 45-day review period.

I may revoke this Application, Agreement & Release within seven (7) calendar days of when I file it with the University. If I choose to revoke, I will do so by notifying Lisa Ross by written or by electronic communication to hr@umces.edu before the end of the seven (7) calendar day Revocation Period. I understand that if I have been accepted into the program and I did not revoke within the seven (7) calendar day period, this Application, Agreement & Release will be final and binding and my employment with the University of Maryland Center for Environmental Science will end at 11:59 p.m. on December 31, 2025.

The waivers and the contractual undertakings made in this Application, Agreement & Release are binding upon me and my heirs and assigns. The commitments of the University are binding upon the University and its successors and assigns. The University's commitments are subject to State law and the terms of State and University employee benefit plans, as well as federal law. Taxation issues will be handled by the University in accordance with applicable law.

I have fully considered the University of Maryland Center for Environmental Science Voluntary Separation Incentive Program documents, including the VSIP and this Application, Agreement & Release, and I have been advised to consult with my legal advisors before applying to participate in the Program.

I understand that I may contact Lisa Ross with questions about the VSIP at 410-221-2017 or hr@umces.edu.

_____ _____

Employee's Signature Date

_____

Employee's Printed Name

TOPIC: University of Maryland, College Park: IBBR Building – Create Center for Biomeasurement & Biomanufacturing Innovation (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: September 3, 2025

SUMMARY: The University of Maryland, College Park requests approval to renovate underutilized portions of Buildings 1A, 1B, and 2 at the Institute for Bioscience & Biotechnology Research (IBBR) in Rockville to establish the new Center for Biomeasurement & Biomanufacturing Innovation. This joint initiative with the National Institute of Standards and Technology (NIST) will create state-of-the-art office and laboratory space dedicated to advancing innovative measurement technologies and establishing reference standards and data that accelerate development and biomanufacturing of biotechnology products, including vaccines, biotherapeutics, and other modern medicines. The total project cost is estimated at $10 million.

The University is partnering with NIST to establish a world-leading research and education center dedicated to accelerating biomanufacturing innovation. The Center will provide IBBR with unique capabilities and resources that strengthen its competitiveness for top talent, major grants, and contracts in this research area. Endorsed by MPower leadership and supported by multi-year programmatic funding from NIST of approximately $29 million, the Center is a high institutional priority that will enhance the University's ability to meet its research and education mission and goals.

The project will renovate 10,100 square feet of underutilized space to create a Mass Spectrometry program, laboratories, and offices in support of the collaborative center. Planning studies, completed within the University's $1 million institutional authority threshold, evaluated renovation options and developed design concepts that meet programmatic requirements within grant deadlines. Design is scheduled to begin in October 2025 and conclude in May 2026, with construction anticipated from June 2026 through March 2027.

Contracts resulting from this project will require Board of Public Works approval.

ALTERNATIVE(S): The University could consider building new space; however, this would be significantly more expensive than renovating underutilized space as proposed. Electing not to proceed would forgo $4 million in NIST funds to support the build-out and could jeopardize both current and future partnerships with this important federal agency.

FISCAL IMPACT: The project budget is $10,000,000, funded by $4,000,000 in secured Federal NIST funds, $4,000,000 in MPower funds, and $2,000,000 in institutional funds. Operating costs are expected to remain stable, with little to no increase, as all spaces are already being actively maintained.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park's request, as described above, to renovate underutilized portions of IBBR Buildings 1A, 1B, and 2, with a total budget of $10,000,000 from federal, MPower, and institutional funds.

COMMITTEE RECOMMENDATION: Item discussed; no action taken pending additional information, and forwarded to the Committee of the Whole for consideration and action.

DATE: 9/3/25

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

UMCP: IBBR RENOVATION – BUILDINGS 976 & 977

	Original	
Date	8/11/2025	
Stage of Estimate	**Pre-Design**	**Comments**
Design	$755,000	Does not include Construction Administration (CA) by design/engineering team due to undetermined phasing.
Construction	$6,900,000	Conceptual estimate
Project Management & Inspection/Testing Expenses	$410,000	
Construction Contingency	$690,000	roughly 10% of construction cost
Design Contingency*	$1,245,000	roughly 10% of construction cost plus estimated CA.
Project Total	**$10,000,000**	
Notes:	***As this is a pre-design cost estimate, a design contingency of about 10% was included.**	

The Universities
AT SHADY GROVE

The Universities at Shady Grove
Part of the University System of Maryland
301-738-6000 | shadygrove@umd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Update on Civic Education Data Strategy Workgroup

COMMITTEE: Committee of the Whole

DATE OF MEETING: September 19, 2025

SUMMARY: In response to the Board of Regents' April 2025 charge, the Civic Education Data Strategy Workgroup has developed a research-informed, actionable, and phased three-year plan to assess what USM students know about civics. Grounded in the nationally recognized Civic Learning and Democratic Engagement (CLDE) and Knowledge, Skills, and Dispositions (KSD) frameworks, the strategy provides a holistic, flexible, and sustainable approach to measuring civic knowledge, skills, and values across USM's 12 diverse institutions. Aligned with Vision 2030, accreditation standards, the Carnegie Classification, workforce demands, and the forthcoming MHEC 2026–2030 State Plan, this initiative positions the USM as a national leader in civic education assessment and reaffirms our commitment to preparing graduates who are both career ready and democracy ready.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION:	DATE: September 19, 2025
BOARD ACTION:	DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

University System of Maryland

Civic Education Data Strategy

Presentation to the University System of Maryland Board of Regents

The University System of Maryland

Civic Education Data Strategy Workgroup

September 2025

Executive Summary

In April 2025, the University System of Maryland (USM) Board of Regents charged the Chancellor with convening a Civic Education Data Strategy Workgroup to develop a system-wide plan to assess *what USM students know about civics.*[i] The Board directed the workgroup to produce a research-informed, actionable strategy within 90 days. Shared governance bodies partnered in authoring this report, which fulfills that charge and presents a comprehensive framework for assessing civic learning across USM institutions.

To guide this effort, the workgroup adopted a conceptual framework that integrates the Civic Learning and Democratic Engagement (CLDE) model and the Knowledge, Skills, and Dispositions (KSD) framework.[ii]

THE DATA STRATEGY FRAMEWORK SUPPORTS A HOLISTIC, MULTIDIMENSIONAL UNDERSTANDING OF CIVIC LEARNING AND ALIGNS WITH THE CORE COMPETENCIES MOST SOUGHT BY EMPLOYERS AND ESSENTIAL FOR DEMOCRATIC PARTICIPATION.

The CLDE framework, developed through a national coalition of organizations—including the Association of American Colleges and Universities (AAC&U), the Association of American State Colleges and Universities' (AASC&U), the American Democracy Project, The Democracy Commitment, Campus Compact, and NASPA—was shaped through extensive collaboration with faculty, administrators, student affairs professionals, and students. It outlines four interrelated dimensions of civic learning: Civic Ethos, Civic Literacy, Civic Inquiry, and Civic Action. Together, these dimensions offer a developmental model that reflects national best practices and accreditation standards.

The KSD framework further strengthens this foundation by organizing civic learning into three interdependent domains: knowledge, skills, and dispositions. This tripartite structure mirrors assessment approaches used across professional and workforce sectors, where success is measured not only by technical knowledge but also by real-world application and ethical behavior. Together, CLDE and KSD offer USM institutions the tools to assess not only what students know about civics, but also how they act on that knowledge and the values that guide their decisions.

National surveys by AAC&U and the National Association of Colleges and Employers (NACE) consistently show that employers highly value skills such as communication, critical thinking, ethical reasoning, and collaboration, but often find graduates underprepared in these areas.[iii] The CLDE-KSD framework directly addresses this readiness gap by ensuring that students develop the full range of competencies needed to thrive in civic life and in their careers.

The strategy aligns with accreditation requirements, the Carnegie Foundation's community engagement classification, and USM's Vision 2030 commitment to preparing engaged and civically ready graduates.[iv] The strategy dovetails with the existing Civic Education Community

Engagement (CECE) advisory council, which coordinates and oversees implementation as part of its existing charge.

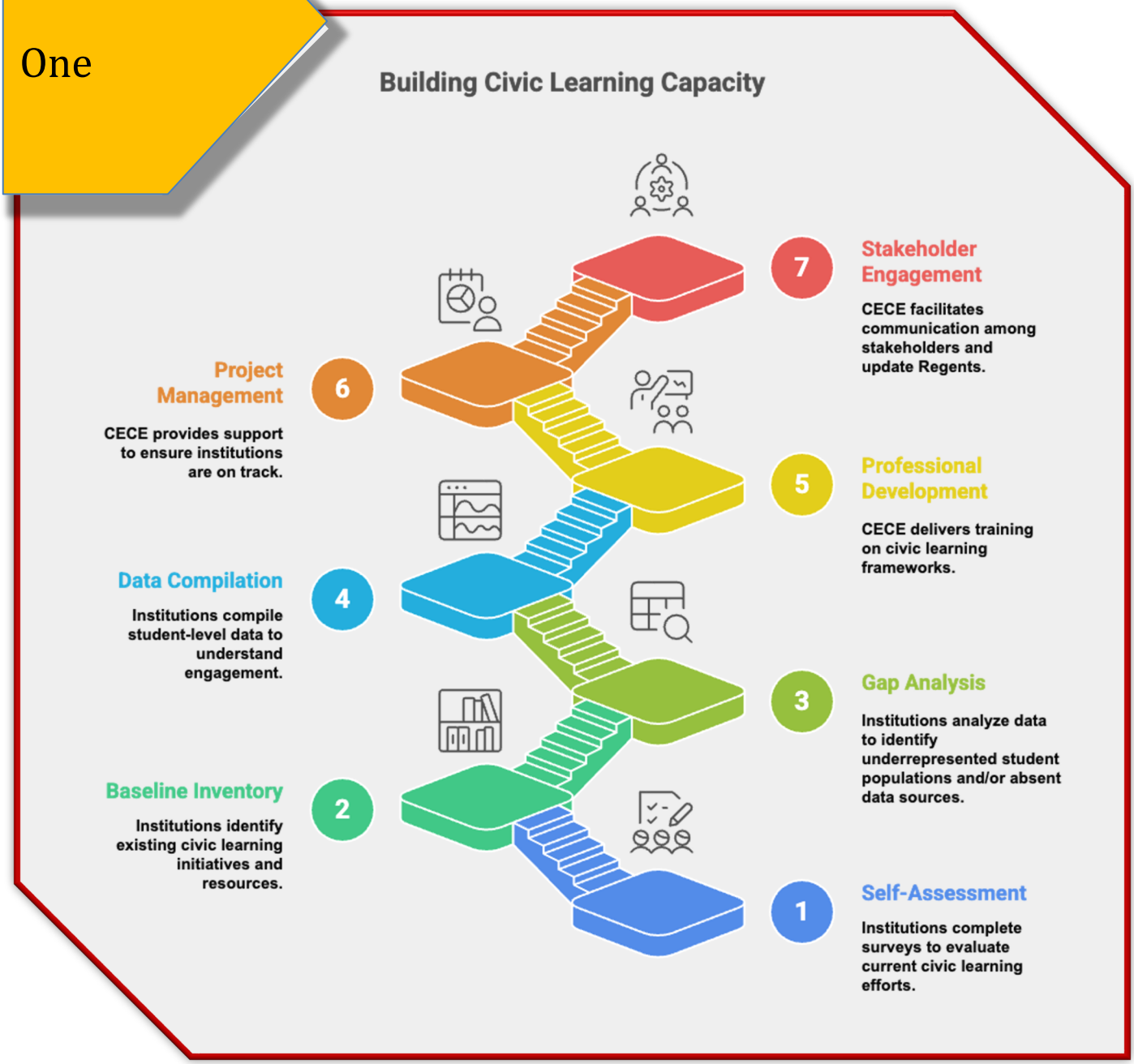
The strategy was also selected for its flexibility, inclusivity, and alignment with the diversity of USM institutions and student populations. The USM includes 12 degree-granting institutions – including Historically Black Colleges and Universities (HBCUs), comprehensive schools, research universities, regional comprehensive centers, and an online college – serving over 171,000 students.

THE USM REQUIRES A CIVIC EDUCATION DATA STRATEGY THAT SUPPORTS INSTITUTIONAL AUTONOMY AND ADVANCES A SHARED SYSTEMWIDE VISION.

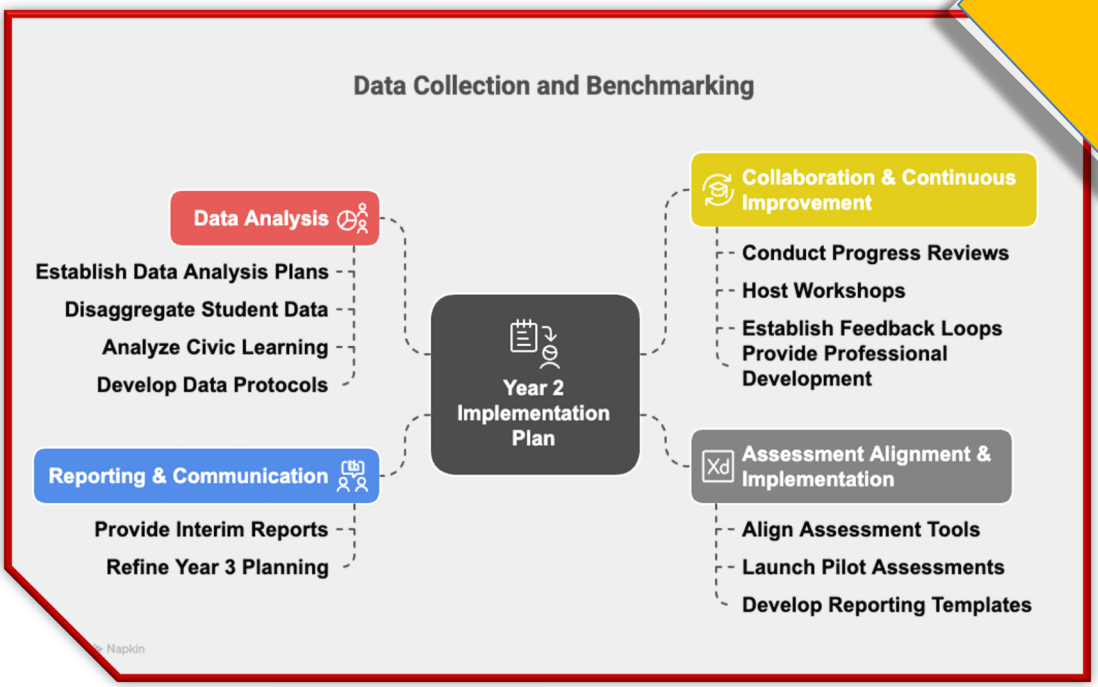
The workgroup's scope was intentionally focused on developing a high-level data strategy – defining shared language, identifying national frameworks and tools, and developing a phased implementation plan. Legal review on behalf of the USM is the exclusive responsibility of the Maryland Office of the Attorney General, and this workgroup does not possess the authority or qualifications to offer such analysis. Moreover, changes to general education curricula fall under the jurisdiction of the Maryland General Assembly. Additions or modifications to specific academic programs, including the creation of new courses, remain the purview of individual institutions and are governed by the Maryland Higher Education Commission (MHEC). This workgroup did not contemplate solutions beyond its charge or authority. The following graphics represent the proposed three-year implementation plan. A full description can be found in the body of the report.

Data Strategy Implementation Plan

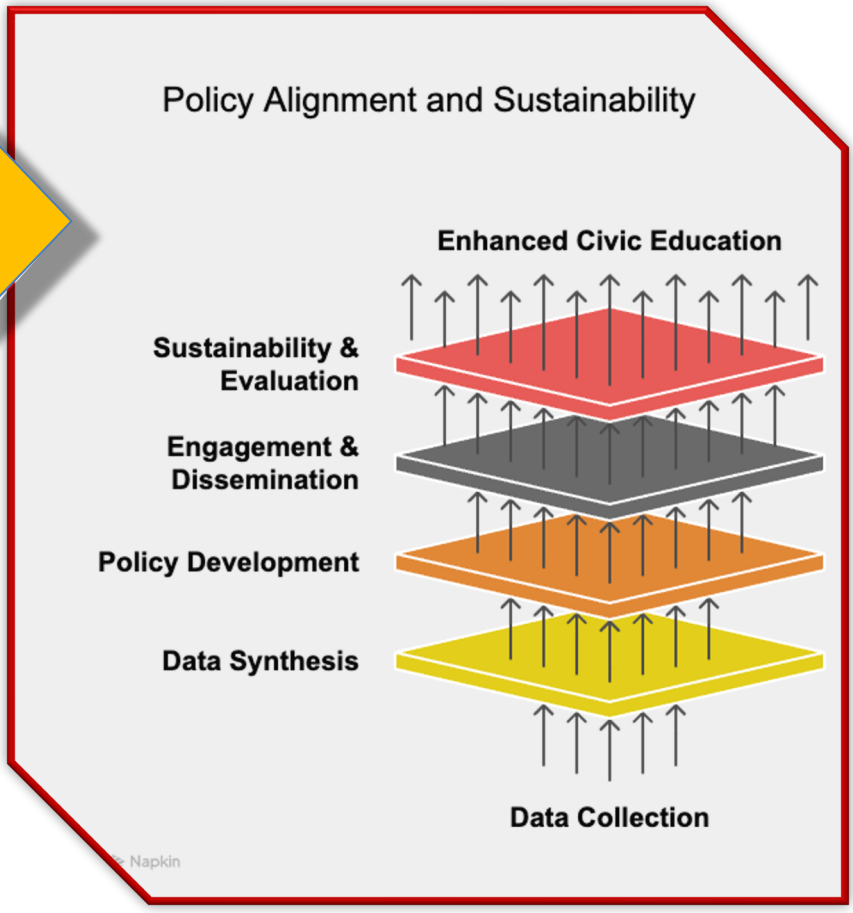
Year One



Year Two



Year Three



State Plan Alignment

The workgroup's recommended strategy is intentionally aligned with the development and release of the Maryland Higher Education Commission's 2026–2030 State Plan and complements broader civic learning initiatives underway across the state. It provides scalable tools, shared definitions, and a common conceptual framework to support mission-driven accountability and improvement across USM's 12 institutions.

Importantly, the strategy is designed not to move ahead of MHEC's evolving guidance. Advancing prematurely could result in misalignment, fragmented implementation, and unnecessary resource drain, particularly if institutions are required to retool systems or priorities once the State Plan is finalized. By coordinating efforts with MHEC's timeline, the USM strategy ensures long-term sustainability, coherence across Maryland's higher education landscape, and alignment with statewide expectations for general education, civic readiness, and student success.

Projected Costs

Tiered costs for initial three-year implementation range from just over $700,000 for basic implementation to over $1.2 million.

Recommended mandatory investments include professional development, institutional grants, and project management.

Optional investments include building a civic education data infrastructure, supporting universal assessment administration., commissioning a stand-alone USM civic knowledge survey, and mandating systemwide administration of the NSSE assessment.

ULTIMATELY, THIS REPORT LAYS THE FOUNDATION FOR USM TO BECOME A NATIONAL LEADER IN CIVIC LEARNING ASSESSMENT.

IT REAFFIRMS THE SYSTEM'S COMMITMENT TO DEMOCRATIC READINESS AND PROVIDES THE TOOLS TO SUPPORT A COMPREHENSIVE, COORDINATED, AND CONTEXT-RESPONSIVE APPROACH TO CIVIC EDUCATION.

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Charge

Across the United States, persistently low levels of civic knowledge have been documented through national assessments, academic research, state-level policy actions, and extensive media commentary.[v]

These concerns have also been reflected in recent reporting [vi] and widely circulated opinion pieces [vii] signaling a bipartisan and cross-sector alarm about the implications of civic illiteracy for democratic governance.

This national issue took on a localized urgency during the April 11, 2025 meeting of the University System of Maryland (USM) Board of Regents. To better understand the state of civic education, the Board unanimously passed a motion directing the Chancellor to convene a systemwide workgroup to address this issue. The group was asked to deliver actionable recommendations within 90 days.

"THE WORKGROUP IS CHARGED WITH COLLABORATING WITH USM'S SHARED GOVERNANCE BODIES TO DEVELOP A DATA STRATEGY TO ASSESS WHAT USM STUDENTS KNOW ABOUT CIVICS."[viii]

Scope

In alignment with its charge, the workgroup's scope was intentionally limited to the development of a high-level strategy. It did not include the direct collection, review, or analysis of student-level data, nor did it involve the creation or administration of new data instruments.

The workgroup did not conduct legal analyses or interpret the authority of the Board of Regents. Legal review is the exclusive responsibility of the Maryland Office of the Attorney General. Likewise, the group did not issue recommendations related to curricular mandates, such as the creation of a universal civics course. Curricular decisions fall under the purview of individual institutions and shared governance bodies and, in the case of general education requirements, the Maryland General Assembly and the Maryland Higher Education Commission.

The workgroup focused on identifying shared definitions, outlining potential metrics and methods, and recommending a three-year plan to guide the evaluation of civic learning across USM institutions.

Glossary of Terms

The workgroup identified the need to establish shared definitions for key terms used in the Board of Regents' charge to support the development of a clear, consistent, and actionable data collection strategy. More information about the theoretical underpinnings of each definition can be found in the Appendix.

Shared Governance Bodies

Shared governance is a collaborative decision-making process in which representatives of faculty, staff, students, and administrators contribute to the development of policies and decisions affecting the operation of the institution. Shared governance bodies include The Council of University System Faculty (CUSF), The Council of University System Presidents (CUSP), The Council of University System Staff (CUSS), and The University System of Maryland Student Council (USMSC).

Data Collection Strategy

Data collection strategy is defined as the framework that aligns people, processes, technology, and data to strategic goals. It is a high-level plan that outlines how an organization will leverage data to inform decision-making by setting priorities for data infrastructure, data governance, data analytics, and data literacy.

Students

For the purposes of the USM Civic Education Data Strategy, "students" refers to all degree-seeking individuals enrolled in undergraduate programs at USM institutions, including both full-time and part-time students, regardless of age, instructional modality, or residency status. However, for institutions that do not serve undergraduate students, alternate populations may be considered. Each institution has the flexibility to expand the definition of students to include populations not represented in this definition, as it aligns with the institutional mission.

Knowledge

A demonstrated understanding and ability to apply civic concepts, values, and processes and cultivated through academic study and/or community engagement to support informed participation in a democratic society.

Civics

The promotion of students' knowledge of and engagement with democratic institutions and processes which also involves developing values, skills, and knowledge needed to participate effectively in civic life and to make informed, ethical decisions for the common good.[ix]

Acronym Glossary of Term

AAC&U – Association of American Colleges and Universities
A national association that promotes quality in undergraduate liberal education, civic learning, and democratic engagement.

AASC&U – American Association of State Colleges and Universities
A higher education association representing more than 400 public colleges and universities, known for sponsoring the American Democracy Project.

ACTA – American Council of Trustees and Alumni
A nonprofit focused on academic freedom, excellence, and accountability in higher education, often publishing reports on civic literacy and core curricula.

CECE – Civic Education and Community Engagement Council
A USM council created by the Board of Regents to guide civic education, democratic engagement, and service-learning initiatives across the system.

CLDE – Civic Learning and Democratic Engagement Framework
A national framework developed by AAC&U, NASPA, and AASCU that defines civic ethos, literacy, inquiry, and action as core outcomes of higher education.

CUSF – Council of University System Faculty
A shared governance body representing faculty across USM institutions, providing input to the Board of Regents on academic and policy issues.

CUSP – Council of University System Presidents
A leadership council of all USM presidents and the Chancellor, focusing on systemwide strategy and coordination.

CUSS – Council of University System Staff
An shared governance group that represents staff perspectives from across USM institutions, working closely with the Board of Regents.

HBCU – Historically Black College or University
Colleges and universities established prior to 1964 with the mission of educating Black Americans; The USM has three HBCUs.

HSA – High School Assessment
State-mandated assessments that Maryland high school students must pass in core subjects, including American Government.

KSD – Knowledge, Skills, and Dispositions Framework
A framework that organizes learning into three domains: what students know, how they apply it, and why they are motivated to act.

MHEC – Maryland Higher Education Commission
The state agency overseeing Maryland's higher education system, approving new academic programs, and aligning state policy.

MSDE – Maryland State Department of Education
Maryland's K–12 education authority, responsible for curriculum standards, graduation requirements, and accountability systems.

MSL – Multi-Institutional Study of Leadership
A national survey that examines student leadership development and civic outcomes across colleges and universities.

NACE – National Association of Colleges and Employers
An association that connects career services professionals and employers, providing data on career readiness and workforce competencies.

NAEP – National Assessment of Educational Progress
Also known as the "Nation's Report Card," NAEP provides national and state-level data on K–12 student achievement, including civics.

NASPA – National Association of Student Personnel Administrators
A leading professional association for student affairs administrators in higher education.

NSSE – National Survey of Student Engagement
A nationally recognized survey that measures student participation in effective educational practices, with optional modules on civic engagement.

USM – University System of Maryland
Maryland's public higher education system, comprising 12 institutions, two regional centers, and serving over 171,000 students.

USMSC – University System of Maryland Student Council
A shared governance student advisory body that represents the interests and perspectives of students to the Board of Regents.

University System of Maryland

BSU – Bowie State University

CSU – Coppin State University

FSU – Frostburg State University

SU – Salisbury University

TU – Towson University

UB/UBALT – University of Baltimore

UMB – University of Maryland, Baltimore

UMBC – University of Maryland, Baltimore County

UMCES – University of Maryland Center for Environmental Studies

UMCP/UMD – University of Maryland, College Park

UMES – University of Maryland Eastern Shore

UMGC – University of Maryland Global Campus

USG – The Universities at Shady Grove

USMH – University System of Maryland at Hagerstown

USMSM – University System of Maryland at Southern Maryland

Workgroup Phases

The workgroup structured its work into four distinct phases. Each phase built upon the previous, guiding the group from initial goal setting to the final presentation of recommendations.

Phase 1: Framing & Goal Setting

- Identify workgroup members, schedule meetings, set agendas, and determine phased plan.
- Define shared civic learning goals and vision.
- Determine frameworks and terminology that will guide the group's work, ensuring clarity and alignment.
- Review established research, state and system policies and national assessment tools to inform the development of USM's data strategy.

Phase 2: Strategy Design

- Develop recommendations for collecting data that is thorough, representative of the diverse USM landscape, and comparable across institutions.
- Conduct initial inventory scan of current civic activity and related data collection practices across USM institutions.
- Consider both system-wide and campus-specific budget implications to ensure feasibility and sustainability.
- Assess training and resource needs at the campus level to support the data strategy.
- Develop a preliminary version of the data strategy, incorporating findings and recommendations from the above activities.

Phase 3: Input & Finalization

- Share draft strategy with select stakeholders for feedback and refinement.
- Incorporate feedback and finalize the data strategy.
- Draft final report, summarizing the process, findings, and recommendations.

Phase 4: Report Sharing

- The completed report is formally submitted for consideration.
- The findings of the workgroup are presented to the Board of Regents, concluding the project phase.

National Landscape

National data show persistent gaps in civic knowledge and engagement across the U.S.[x] While college students generally perform better than non-college peers, overall civic knowledge remains low starting in high school and continuing into adulthood. NAEP reports stagnant or declining civic knowledge among eighth graders,[xi] and ACTA surveys show many college students cannot answer basic questions about the U.S. Constitution, government structure, or key historical events.[xii]

Low knowledge levels are not unique to civics. Students entering college often struggle with math, science, and financial literacy—skills essential to success in life and work. This raises an ongoing challenge for higher education: how to prioritize learning that benefits students, the workforce, and society. Despite these challenges, evidence suggests that higher education has a positive impact on enduring civic behaviors. College graduates vote at higher rates, score better on civic knowledge measures, and are more likely to engage in political and community activities than non-graduates.[xiii]

Many states have introduced new college-level civics requirements—ranging from mandatory courses and constitution exams to dedicated civic education centers. However, college students already outperform other groups and "bubble sheet civics" that focus on rote learning have been criticized for failing to foster sustained civic engagement.[xiv] Research shows that combining foundational civic knowledge with opportunities to build empathy, responsibility, and motivation produces stronger, longer-lasting civic outcomes.[xv] Many recent initiatives lack this comprehensive approach and overlook broader impacts on institutions and students.

Nationally, assessment of civic education remains inconsistent, with most consistent metrics focused on voting and registration.[xvi] While important, these measures do not capture the full scope of civic learning. Effective assessment should define clear outcomes and examine what students know, how they engage, and what shapes their understanding of citizenship.[xvii] The Civic Knowledge Data Strategy proposed by this workgroup follows national research, aiming to support enduring civic learning and provide actionable information for improvement at both system and institutional levels.

Maryland Landscape

Maryland is a national leader in civic education, spanning both K–12 and higher education. Strong state policies, innovative programs, and a culture of service ensure civic learning is both an academic requirement and a lived experience—preparing students to be informed, engaged, and responsible citizens.

This vision is reinforced by USM and MHEC's alignment with national best practices (CLDE Framework) and USM's consultation with MHEC to embed civic learning in the 2026–2030 State Plan for Higher Education.

K-12 Education

As a graduation requirement, Maryland high school students must complete courses in U.S. History, World History, and American Government that meet state standards for Civics and Social Studies Skills & Processes[xviii]. The government course covers constitutional principles, government structure, and civic rights/responsibilities. In this course, students analyze the goals and impact of the U.S. Constitution, evaluate the separation of powers, and examine significant events and themes in U.S. history. Learning is assessed through the graduation-required Government High School Assessment (HSA). In 2024, 46% of students passed this test. Districts that provided co-curricular opportunities to strengthen civic knowledge reported higher pass rates. This underscores both the limitations of relying on a single stand-alone course to develop and assess civic understanding, and the benefits of integrating curricular and co-curricular experiences.

Seventy-two percent (72%) of first-time USM undergraduates graduated from a Maryland public high school. Nationally, only eight states lack a civics course requirement for graduation. Upon entering USM, most students will have completed at least one dedicated civics course before entering college.

As an added benefit, Maryland students will have also completed 75 hours of required volunteer service, often involving direct engagement with civic systems. In 2022–2023, Maryland students logged 7.5 million service hours, building academic skills, civic responsibility, teamwork, and leadership.[xix]

Post Secondary Education in Maryland

K–12 civic education provides the foundation for informed citizenship, focusing on foundational and essential U.S. history and government knowledge. Post secondary education builds on this base, advancing students toward action-oriented citizenship through civic engagement, bridge-building, problem-solving, and connections to career goals. This progression of learning from acquisition to synthesis equips graduates to apply their knowledge in meaningful ways within their communities and the workforce.

USM's early participation in the Multi-State Collaborative to Advance Quality Student Learning, along with its partnerships with MHEC and other higher education leaders, reflects a strong commitment to advancing higher level civic knowledge and responsibility through evidence-based practices. As Maryland develops its 2026–2030 State Plan for Higher Education, the USM Civic Education Data Strategy should align with state priorities and timelines to ensure coordinated, efficient, and nationally informed efforts.

Maryland Higher Education Commission State Plan

MHEC is currently developing the 2026–2030 State Plan for Higher Education with input from institutions, state agencies, philanthropy, business and industry, and students. Because the plan sets statewide priorities and reporting requirements, the USM is aligning its Civic Education Data Strategy to the plan's timeline and goals—ensuring coordinated, efficient, and consistent data collection and reporting across Maryland.

The State Plan will make civic education a core part of the undergraduate experience, emphasizing both knowledge and hands-on experiences that prepare students for active democratic participation. The approach draws on national best practices and prepares students *for a modern dynamic economy and multiracial democratic society.*

MHEC is also exploring updates to general education requirements, giving institutions flexibility to integrate innovative approaches to civic and experiential learning in ways that meet today's dynamic workforce needs. This may include competency-based education so students can demonstrate civic and workplace skills in multiple ways.

The workgroup recommends that the USM align its Civic Education Data Strategy to the State Plan to avoid misalignment, wasted resources, or stakeholder fatigue. MHEC supports USM's systematic approach, which integrates existing data and aligns with state, system, and national priorities.

The University System of Maryland Landscape

In 2022, the Board of Regents adopted *Vision 2030*, making civic education a core priority of its strategic plan and calling for its integration across the curriculum and for System institutions to pursue the Carnegie Elective Classification for Community Engagement.[xx]

To lead this work, the Board created the standing Civic Education and Community Engagement (CECE) Council to advance civic education, democratic engagement, community engagement, and service-learning across USM. The Council oversees implementation of the Regents' 2018 Task Force recommendations and the 2023 AAC&U Institute Action Plan.

The CECE Council helps institutions meet Regents' goals by fostering a culture of civic engagement, making civic literacy an expectation for all students, sharing best practices, and supporting cross-system collaboration. It assists campuses in securing resources and applying for and maintaining the Carnegie Community Engagement designation. This designation is useful because it demonstrates a campus commitment to civic and community engagement and acts as an internal self-study and assessment tool.

THE USM BOARD OF REGENTS DEDICATED $300,000 TO EXPAND CIVIC EDUCATION INITIATIVES.

In November 2023, USM hosted its first system-wide Civic Education Summit, followed in 2024 by the inaugural CECE Council meeting. By early 2025, eight USM universities applied for the Carnegie Classification, showing strong progress in embedding civic engagement across the USM. In 2025–2026, the Council will guide development of institutional implementation plans.

In April 2025, the Office of Academic and Student Affairs reported on the state of civic education across USM, including preliminary outcomes from the Board of Regents' investment. The Regents then formed a dedicated workgroup to create a comprehensive civic education data strategy.

USM Civic Data Scan

In 2024–2025, the CECE Council conducted an initial survey of civic learning across USM institutions, followed by a supplemental survey in summer 2025. Response rates to the summer survey were low due to seasonal schedules and limited faculty/staff availability.

> PRELIMINARY RESULTS OF THE CECE COUNCIL'S DATA COLLECTION SHOW A PLETHORA OF DIVERSE INSTITUTIONAL APPROACHES TO CIVIC EDUCATION AND COMMUNITY ENGAGEMENT, WITH CIVIC LEARNING EMBEDDED IN GENERAL EDUCATION, SERVICE-LEARNING, LEADERSHIP PROGRAMS, AND MISSION STATEMENTS.

Data collection methods range from course-level assessments to co-curricular tracking and national surveys. While all institutions offer civic engagement opportunities, evaluation is inconsistent, and existing data is often too unique to support broader comparison.

Early data collected by the CECE council is limited and does not reflect the full scope of campus data. The workgroup recommends a full assessment that requires collaboration across research offices, faculty, and civic engagement teams to gather and interpret data in alignment with institutional missions and USM's Vision 2030.

USM Data Infrastructure

There is no uniform or centralized system for tracking civic education data across USM. Institutions use many effective methods—assessment reports, course tagging, inventories, and surveys—but these efforts often lack integration with other systems. This limits the ability to analyze trends, benchmark outcomes, or measure collective impact systemwide.

Some campuses use tools such as NSSE, MSL, or the HEIghten Civic and Community Engagement Assessment to measure civic learning. While valuable, these tools are used on different cycles and are not coordinated systemwide. Other campuses rely on in-house surveys or inventories, but the data are often stored in isolated systems, making aggregation and comparison difficult.

> BUILDING NEW CIVIC DATA SYSTEMS WILL REQUIRE MAJOR INVESTMENT IN TECHNOLOGY, STAFFING, AND TRAINING—RESOURCES THAT ARE CURRENTLY LIMITED.

The workgroup recommends optimizing existing data systems and enabling cross-campus data sharing to create a cohesive systemwide view while preserving each institution's unique profile and progress.

THE USM and the Student Experience

At the USM, civic learning is woven into the full student experience. As in the CLDE model, learning combines democratic knowledge, ethical learning, bridge-building, problem-solving, and hands-on projects. USM campuses offer diverse curricular and co-curricular opportunities that build the knowledge, skills, and dispositions needed for active civic participation.

As examples, first-year students at the University of Maryland, College Park, study the Constitution and take part in diverse civic learning activities, while Bowie State University students experience civic learning in their mandated freshman seminar. Across all USM campuses, initiatives such as voter registration drives, student-led groups, speaker events, seminars, community arts and media projects, democratic engagement drives, and resident life activities foster active participation and provide practical experiences that link academic learning to real-world challenges.

The USM's approach embraces and inclusive view of democratic knowledge and skill focused community-building and individual capacity-building.

USM STUDENTS ARTICULATE A BROAD AND INCLUSIVE UNDERSTANDING OF CIVICS AS THE PROCESS OF IMAGINING AND CO-CONSTRUCTING COMMUNITY AT PERSONAL, LOCAL, COUNTY, STATE, AND GLOBAL LEVELS.

Institutions link academic and professional goals to societal impact, fostering scholarship and workforce readiness. Civic identity is recognized in its many forms, valuing contributions from all students, including those who may not vote or who are international or undocumented.

USM's Civic and Public Policy Institutes, Centers, and Service

The USM is home to **Five Signature Centers**: The UMCP Institute for Public Leadership; The UMBC Sondheim Scholars and Institute of Politics; Salisbury University's Institute for Public Affairs and Civic Engagement; Frostburg State University's Beall Institute; and The University of Baltimore's Schaeffer Center. These centers complement coursework with experiential programs, government relations offices, and community engagement centers connecting students to public service.

Other USM institutions also house specialized centers and civic initiatives. Towson University operates a comprehensive civic network, including its Office of Civic Engagement, BTU Engagement Council, Dialogue@TU, and TU Votes Coalitions. Salisbury's award-winning Civic Engagement Across the Curriculum program integrates community-based projects into courses through faculty development and grants. Coppin State supports civic and social justice through the Dorothy I. Height Center and Bishop L. Robinson Sr. Justice Institute. UMCES engages communities through public science outreach, and UMB's Maryland Corps fellowship addresses health disparities while serving Maryland communities.

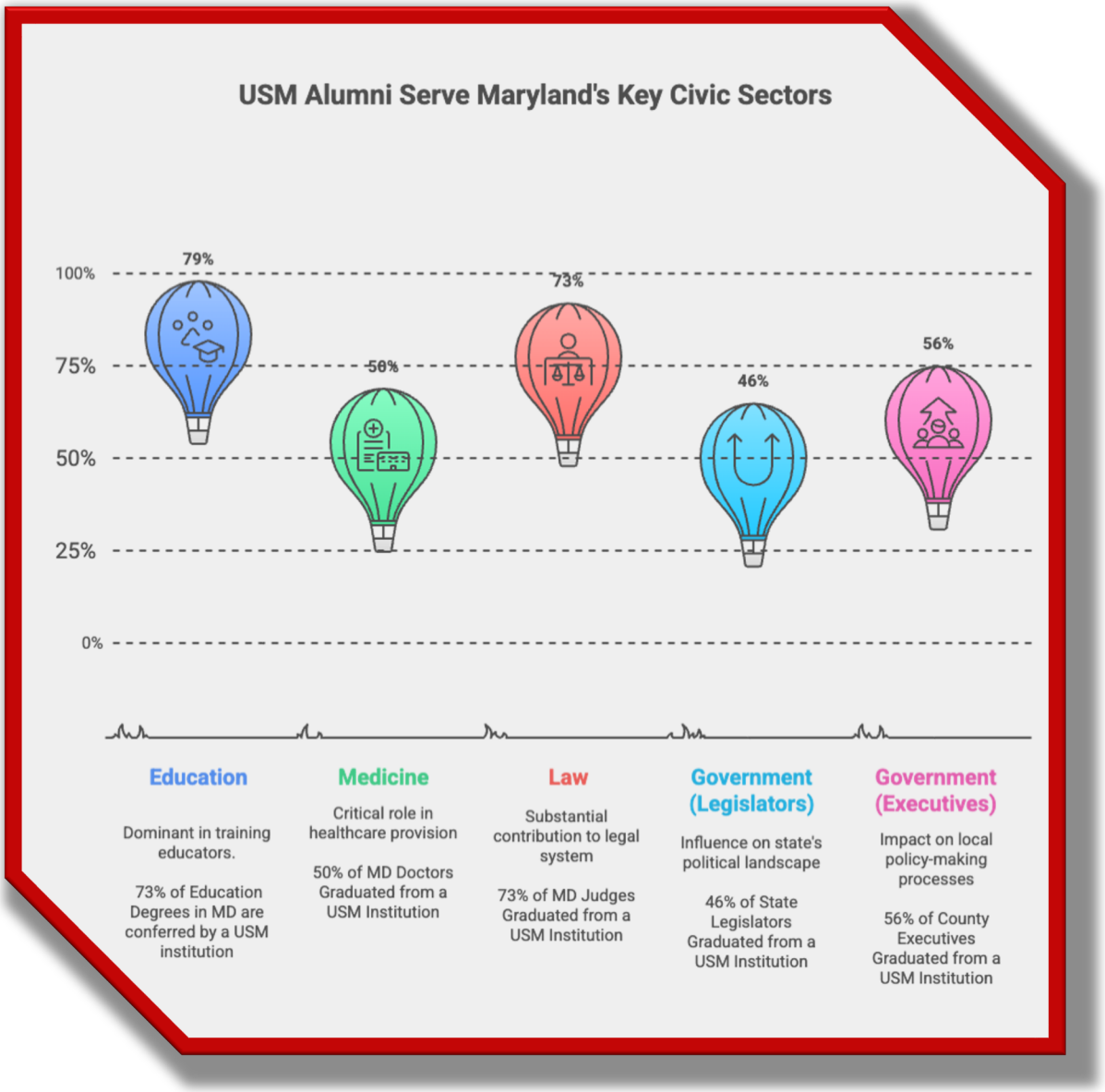
In addition, several USM institutions house formal public policy programs: UB, UMES, UMBC, and UMCP.

The USM actively participates in state and national civic initiatives, such as the Constructive Dialogue Institute and the CLDE Multi-State Collaborative. Additionally, the USM regularly collaborates with the State Board of Elections.

Affinity groups support campus-level civic engagement and address emerging issues while the Langenberg Legacy Fellowship advances student-led civic projects.

Together, these efforts demonstrate the USM's systemwide commitment to democratic knowledge, civic responsibility, and public service.

The USM's Community Impact



'FOR THE GOOD OF MARYLAND'

THE USM'S COMMITMENT TO CIVIC ENGAGEMENT IS EVIDENT IN THE CAREER PATHS ITS GRADUATES CHOOSE IN SERVICE TO THEIR COMMUNITIES. AS JUST A FEW EXAMPLES, OVER 79% OF MARYLAND'S EDUCATION DEGREES, 50% OF DOCTORS, 73% OF JUDGES, 46% OF LEGISLATORS, AND 56% OF COUNTY EXECUTIVES ARE USM ALUMNI.

Foundational Frameworks

The USM Civic Education Data Strategy draws on nationally recognized frameworks to ensure academic rigor and real-world relevance. By combining the Civic Learning and Democratic Engagement (CLDE) framework with the Knowledge, Skills, and Dispositions (KSD) model, USM has a comprehensive, sustainable approach to assessing civic learning across all 12 institutions.[xxi]

Developed by a national coalition including AAC&U, NASPA, Campus Compact, and the American Democracy Project, the CLDE framework on page 22 outlines four dimensions that guide civic learning. These dimensions are grounded in research, comprehensive, and developed to frame, guide, and assess continuous improvement of civic education in higher education.

The workgroup adopted the CLDE framework for its flexibility, inclusivity, and alignment with Vision 2030. Serving over 171,000 students across diverse institutions—including research universities, regional comprehensives, and HBCUs—USM needs a model that supports system-wide alignment while allowing campus-level adaptation.

The workgroup combined the CLDE framework with the KSD model to align the assessment approach with research-based methods and widely used tools in higher education and workforce development for measuring complex learning outcomes.

Knowledge students' factual and conceptual understanding of civic systems, democratic principles, and historical and structural contexts—what students know about how democracy works.

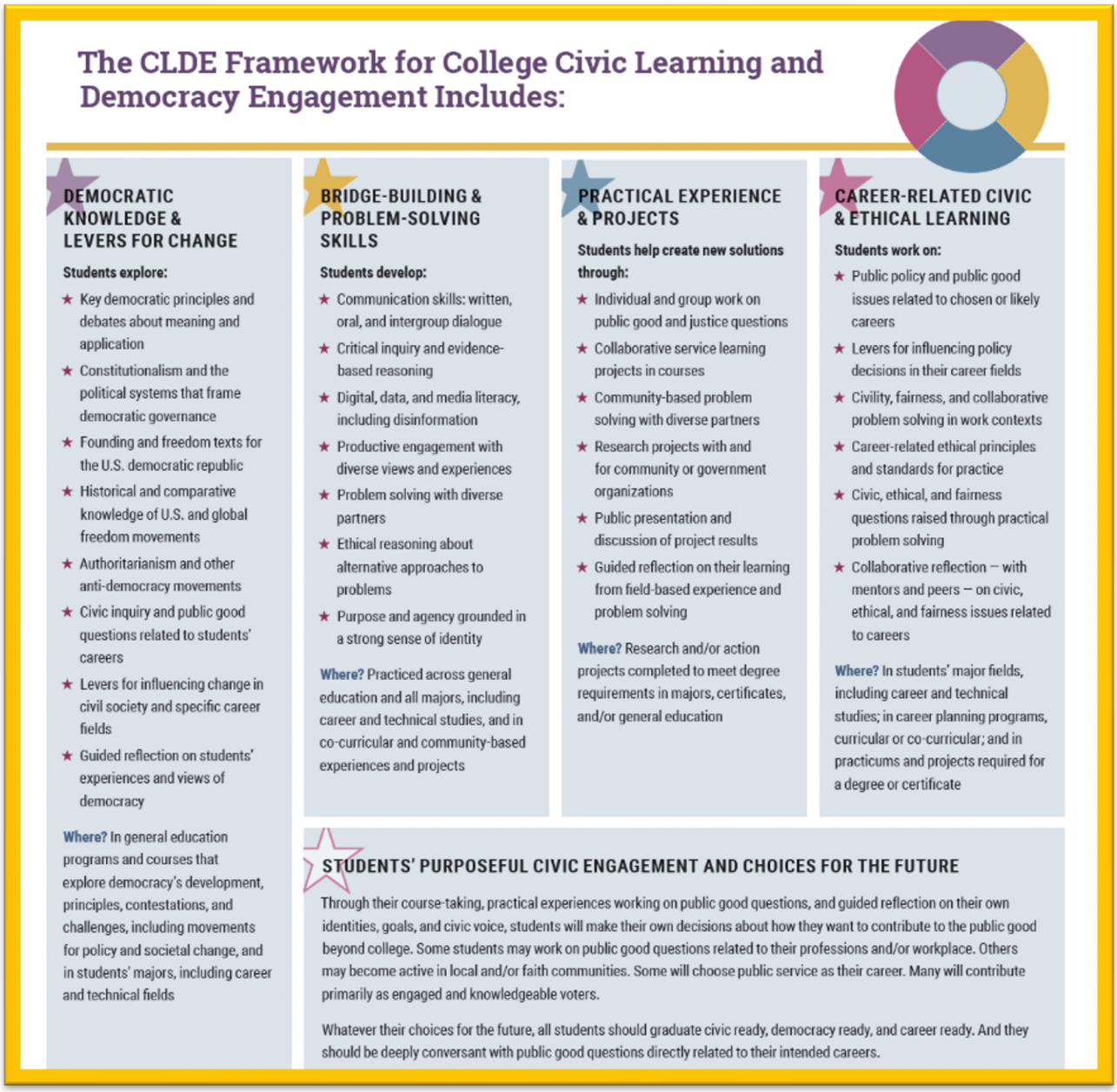
Skills students' ability to apply their civic knowledge through critical thinking, effective communication, collaboration, and problem-solving—how students engage in civic life.

Dispositions students' values, beliefs, and attitudes toward civic responsibility—why students choose to act, and how they see themselves in relation to their communities and democratic institutions.

Together, the CLDE and KSD components provide a holistic view of learning aligned with both educational and workforce expectations, and equipping students for civic life and leadership.

The CLDE Framework

The Civic Learning and Democratic Engagement (CLDE) framework includes four interconnected dimensions that outline the full scope of civic knowledge necessary to prepare students for informed, ethical, and active participation in democracy. This model integrates democratic knowledge, bridge-building skills, practical experience, and career-related civic learning to ensure graduates are equipped to address complex public issues in diverse contexts.



Workforce Development

Civic learning is valuable only when knowledge is connected to real-world application and purpose. It should be seen not just as academic achievement, but as preparation for active participation in democratic life and the workforce.

GRADUATES MUST BE ABLE TO APPLY CIVIC KNOWLEDGE TO STRENGTHEN COMMUNITIES, UPHOLD DEMOCRATIC VALUES, AND NAVIGATE DIVERSE WORKPLACES.

By aligning civic knowledge assessment methods with national models of democratic engagement and employer expectations, the USM ensures students are prepared to work and serve in a democratic society.

National surveys from AAC&U and NACE show employers seek communication, critical thinking, ethical judgment, teamwork, and intercultural skills—the same competencies developed through high-quality civic education. Yet fewer than half of employers believe graduates excel in these areas. [xxii] The workgroup's proposed data strategy addresses this concern by ensuring that institutions are assessing knowledge and experiences that align with workforce expectations.[xxiii]

Sustainable Assessment

The workgroup's proposed civic education data strategy is grounded in scholarship, aligned with institutional and system goals, validated in context, and measured through multiple methods—surveys, student reflection, performance tasks, standardized assessments, and course-based assessments.[xxiv]

To build a sustainable model, the strategy leverages existing structures and data infrastructures; uses available assessment tools; and engages faculty, staff, students, and community partners in the development and execution to ensure relevance and trust.[xxv]

The *Assessing the Civic Campus* report reinforces the need for integrated, institution-specific strategies. [xxvi] Moreover, the report highlights persistent challenges, including inconsistent definitions, limited infrastructure, and insufficient integration of civic data—particularly in assessing campus climate, student voice, and co-curricular engagement. The workgroup's proposed civic knowledge data strategy directly addresses these challenges.

Framing the Challenge

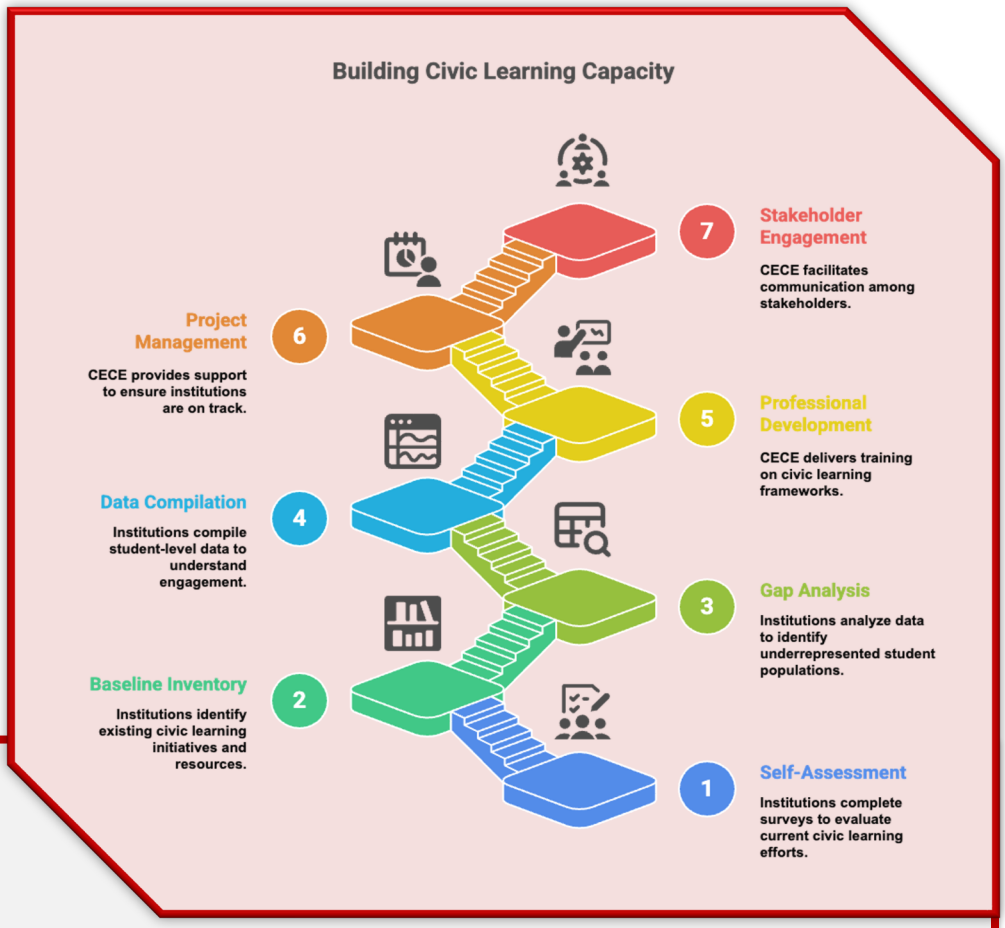
Assessing what students know about civics across a large and diverse university system presents significant challenges and must be done in compliance with existing policies and governance structures. Any systemwide approach must align with the forthcoming 2026–2030 Maryland State Plan for Higher Education, state and USM policies, and shared governance processes to ensure both feasibility and institutional support.

Civic learning within the USM is deeply embedded in curricular and co-curricular experiences, yet assessment practices vary widely, operate on different cycles, and are often decentralized. This lack of consistency makes it difficult to measure collective impact, track long-term outcomes, or share data across institutions. Assessment of civic knowledge in higher education, and certainly within the USM, are challenged by inconsistent definitions of civic learning, limited infrastructure, and insufficient integration of civic data. Creating a fully integrated civic data infrastructure for 12 institutions would be costly and resource intensive. Relying on a single tool, such as a survey or standalone assessment, would be reductive and fail to capture the full scope of civic knowledge.

To address these challenges, the Board of Regents convened a workgroup in May 2025 to design a systemwide civic education data strategy. The workgroup began by establishing a shared definition of civic knowledge and selecting the nationally recognized Civic Learning and Democratic Engagement (CLDE) framework to guide both definition and assessment. To ensure alignment with higher education best practices and workforce needs, the group paired CLDE with the Knowledge, Skills, and Dispositions (KSD) framework, widely used in both sectors to measure complex learning outcomes. Recognizing the need to build institutional capacity, provide professional development, secure broad stakeholder buy-in, and allow for reflective and iterative processes, the workgroup designed a three-year launch plan**.** This phased approach balances the need for a consistent systemwide framework with flexibility for each institution's unique mission and context. By leveraging existing tools and processes rather than building an entirely new infrastructure, the workgroup created a sustainable, coordinated, and adaptable approach that addresses longstanding gaps while enabling meaningful, comparable assessment across the USM.

Civic Education Data Strategy Workgroup Recommendations

YEAR ONE: INSTITUTIONAL INVENTORY & CAPACITY BUILDING



The first year of implementation focuses on building institutional capacity, conducting baseline assessments, and laying the foundation for a systemwide civic education data strategy. Each USM institution will complete an internal inventory of existing civic learning activities, assess current data collection practices, and identify gaps in student participation and outcomes. This phase is intentionally non-prescriptive to allow institutions to align their work with the forthcoming Maryland State Plan for Higher Education (2026–2030) and to avoid duplicative efforts. Professional development and stakeholder engagement will ensure all campus leaders are equipped to develop institutional civic learning data portfolios grounded in the CLDE-KSD framework

Institutional Assessment & Data Collection

- Customize and pilot the CLDE Self-Assessment Tool across all USM institutions.
- Conduct a baseline inventory of civic-related student learning outcomes, curricular and co-curricular efforts, and current data collection practices.
- Compile existing student-level data from courses, surveys, and programs related to civic engagement.
- Conduct a gap analysis to identify underrepresented student populations, missing data, and under-measured outcomes.

Collaboration & Stakeholder Engagement

- Convene the CECE group to guide system-level coordination and support.
- Engage institutional research staff, assessment leaders, student government representatives, student affairs, and faculty in collaborative discussions on data alignment, assessment strategies, and equity considerations.
- Pilot student and faculty focus groups and/or interviews (as capacity allows) to collect qualitative insights.
- Develop a systemwide communications plan to keep stakeholders informed and engaged throughout the process.

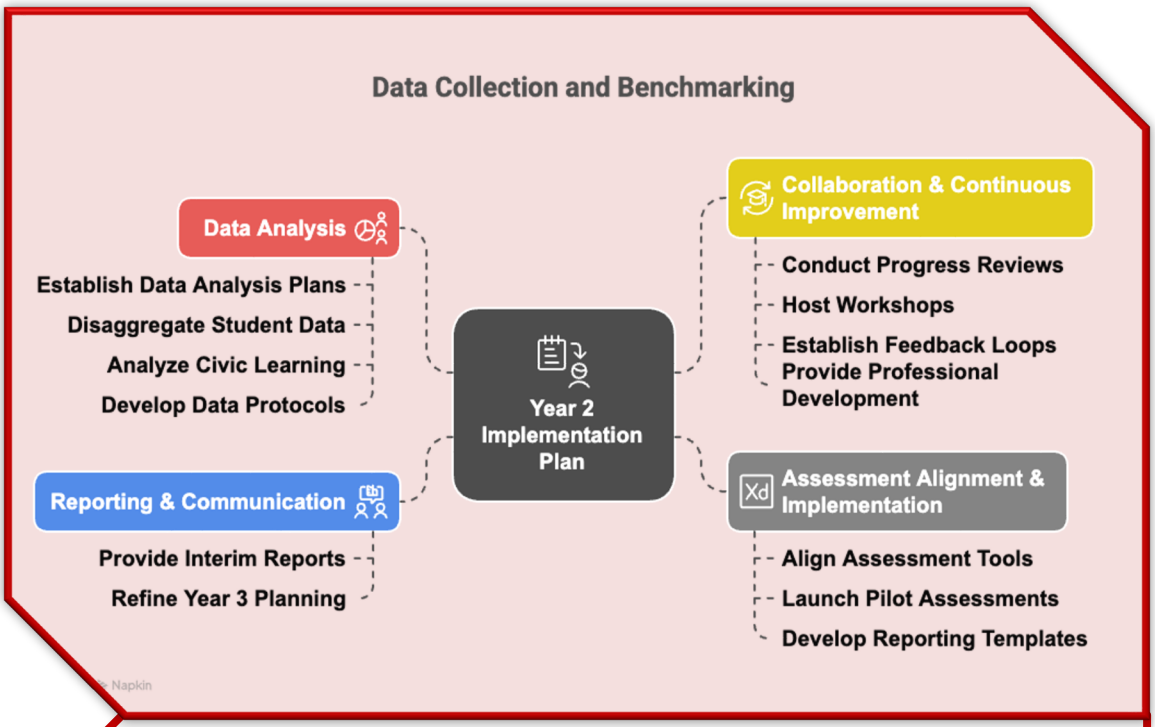
Project Management & Infrastructure

- Establish a CECE subcommittee to oversee project timelines, deliverables, and accountability structures.
- Create a shared repository of civic learning resources, templates, and promising practices.
- Begin identifying information technology needs for a future system-level civic data dashboard and consider integration with the USM Vision 2030 Dashboard.
- Explore institutional and external funding sources to support implementation and system-level reporting

Leadership Professional Development

- Provide training to institutional leaders—including presidents, provosts, student affairs executives, and shared governance bodies—on the CLDE-KSD framework and civic data strategy.
- Train institutional teams on building campus-level civic education data portfolios and conducting initial data scan.

YEAR TWO: DATA COLLECTION AND BENCHMARKING



In the second year, USM institutions will move from planning to implementation. Building on the findings from Year One, campuses will align local assessments with the CLDE-KSD framework, launch new or expanded data collection efforts, and pilot systemwide reporting tools. Institutions will begin analyzing disaggregated student outcomes and participation data. A standardized USM-wide reporting template will be developed to support benchmarking, equity monitoring, and shared learning across the system.

Assessment Alignment & Implementation

- Align institutional assessment tools and strategies with CLDE-KSD indicators.
- Launch pilot assessments (e.g., embedded course assessments, co-curricular rubrics, student surveys).
- Develop and test shared reporting templates to support systemwide consistency and comparability

Collaboration & Continuous Improvement

- Conduct regular check-ins and progress reviews with institutional leads.
- Host cross-institutional workshops to share early findings and refine data collection strategies.
- Establish feedback loops for institutions to identify challenges and propose improvements.
- Continue targeted professional development at both institutional and executive levels.

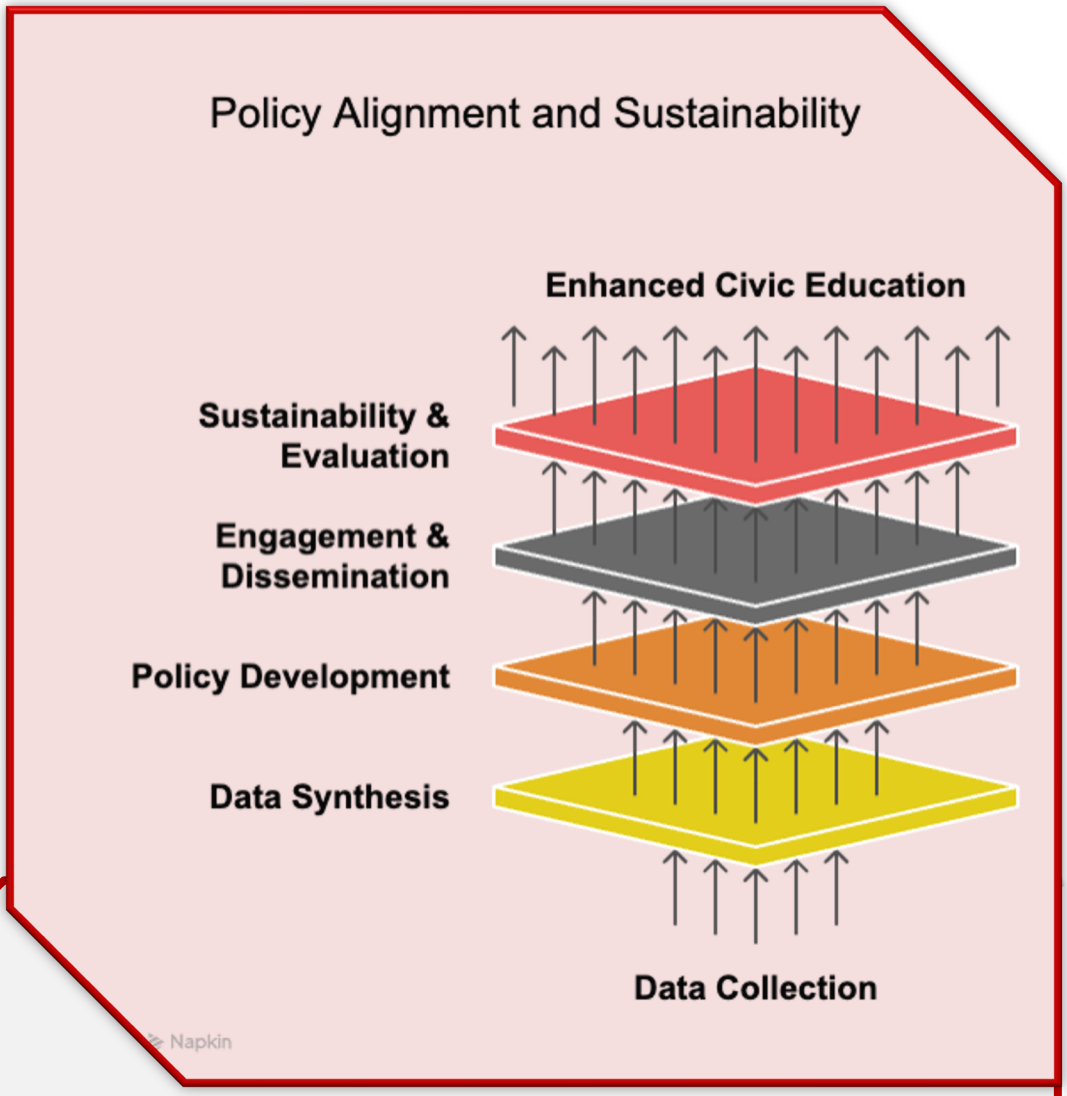
Data Analysis

- Establish institutional and system-level data analysis plans aligned with mission and strategic priorities.
- Disaggregate student outcome data by demographic and academic subgroups.
- Analyze student access, participation, and achievement in civic learning activities.
- Develop data privacy, security, and ethical use protocols.

Reporting & Communication

- Provide interim reports to institutional leadership, CECE, and the Board of Regents.
- Use findings to refine Year 3 planning and to support integration with statewide and national initiatives.

YEAR THREE: POLICY ALIGNMENT AND STRATEGIC PLANNING



The third year focuses on synthesizing systemwide findings, sharing results, and aligning civic education data practices with institutional and policy priorities. USM will prepare a comprehensive report for the Board of Regents and develop policy recommendations, sustainability plans, and communication strategies to support long-term integration. Strategic planning will include exploring incentives for campus engagement, creating toolkits for implementation, and identifying opportunities for research, evaluation, and external validation.

Data Synthesis & Reporting

- Finalize institutional civic learning data portfolios and reporting templates.
- Aggregate and analyze trends across institutions to identify promising practices and equity gaps.
- Prepare a systemwide report summarizing findings and offering data-informed policy recommendations to the Board of Regents.

Sustainability & Evaluation

- Develop a sustainability plan for ongoing data collection and civic education reporting beyond the three-year implementation period.
- Solicit external review of findings, methods, and recommendations to strengthen credibility and transparency.
- Evaluate the overall impact of the data strategy and identify opportunities for future research, innovation, or policy development.

Engagement & Dissemination

- Host a USM-wide Civic Learning and Engagement Symposium to present findings, facilitate dialogue, and share innovations.
- Launch a coordinated communications campaign to disseminate results to stakeholders including campus communities, state policymakers, national education leaders, and the general public.

Policy Development

- Develop a toolkit to guide institutions in implementing recommended civic learning practices and policies.
- Explore incentives (e.g., mini-grants, public recognition) to support institutional engagement in civic learning assessment and improvement.

BUDGET

The table below presents three tiers of budget options for implementing the USM Civic Learning Data Strategy over a three-year period.

Tier 1 includes recommended baseline activities essential for institutional alignment, stakeholder engagement, and foundational capacity building. Baseline costs are recommended to support critical alignment with institutional missions, the CLDE-KSD framework, and the Maryland Higher Education Commission's 2026–2030 State Plan, while also providing necessary professional development for institutional and executive leadership.

Tier 2 adds optional survey tools and expanded qualitative methods to enhance the depth and breadth of data collection.

Tier 3 reflects full implementation of the strategy, including expanded data infrastructure, system-wide reporting tools, and cross-institutional convenings.

To ensure flexibility, the Board of Regents may elect to use an à la carte approach, selecting specific initiatives or cost components from across tiers to prioritize for funding while deferring others based on available resources and strategic priorities. This tiered structure allows for scalable investment while maintaining the integrity of systemwide goals.

Budget Category	Tier 1	Tier 2	Tier 3
Institutional Grants	$540,000 (over 3 years)	$540,000	$540,000
Professional Development	$50,000 (Year 1)	$50,000	$50,000
System Staffing	$120,000 (3 years)	$120,000	$120,000
Data Platform / Infrastructure	–	$125,000	$125,000
Systemwide Dashboard Development	–	$20,000 (Yr 2–3)	$20,000
Civic Knowledge Survey (Optional	–	–	$220,000 (Years 1 & 3)
NSSE Survey Costs (Optional)	–	–	$158,000 (Years 1 & 3)
Systemwide Convenings, National Presentations	–	–	$20,000 (Years 1–3)
TOTAL (3-Year Estimated Cost)	$710,000	$855,000	$1,293,000

Budget Notes

Institutional Grants

Estimated at $15,000 per institution per year. Year one activities include conducting a campus scan and gap analysis. Grants will support meeting facilitation, stipends, and reporting. Year two grants will support ongoing professional development, the development of new data tools or enhancement and coordination of existing tools, and evaluation of data infrastructure needs. Year three will support data analysis and strategy.

Professional Development

Training and support for campus teams on the CLDE model, data collection and analysis, gap analyses, and data tools.

System Staffing

System-level staffing is required to provide professional development, coordinate affinity meetings, collect and analyze data, create reports, conference presentations, and information dissemination.

Data Infrastructure

Costs include support institutional and system level data infrastructure design and development include software, hardware, integration, consultants, and personnel costs.

Civic Knowledge Survey

Includes design, administration, and analysis of a comprehensive survey ($110,000 per administration). The estimation covers institutions with an undergraduate population. UMCES, UMB are not included.

NSSE Implementation

Includes system-wide investment in NSSE implementation across all USM institutions.

NSSE Implementation Costs

The workgroup found universal administration of the National Survey of Student Engagement (NSSE) administration costly ($78,290) and insufficient as a stand-alone tool to assess civic knowledge. NSSE offers useful insights on civic skills and institutional factors. Paired with the CLDE self-assessment tool, institutions can evaluate learning and experiences from both the institutional and student perspective. However, mandating a systemwide assessment may disrupt existing data cycle for institutions already administering NSSE. Moreover, adding additional assessments may cause survey fatigue and have unintended consequences on participation and results of other institutional assessments. NSSE is best used as part of a broader portfolio, not as a standalone civics measure. The benefits should be closely weighed with both cost and institutional impact. The full cost to administer the NSSE across all institutions is outlined in the table below.

Institution Name	Undergrad Enrollment (Fall 2023)	NSSE Admin Fee Bracket	NSSE Admin Fee	Registration Fee	Total Cost
Bowie State University	5,274	4,000 to 7,999	$6,350	$300	$6,650
Coppin State University	1,872	1,000 to 3,999	$4,440	$300	$4,740
Frostburg State University	3,081	1,000 to 3,999	$4,440	$300	$4,740
Salisbury University	6,824	4,000 to 7,999	$6,350	$300	$6,650
Towson University	16,041	More than 12,000	$10,550	$300	$10,850
University of Baltimore	2,929	1,000 to 3,999	$4,440	$300	$4,740
University of Maryland, Baltimore (UMB)	1,053	1,000 to 3,999	$4,440	$300	$4,740
University of Maryland, Baltimore County (UMBC)	10,984	8,000 to 12,000	$8,440	$300	$8,740
University of Maryland, College Park (UMCP)	31,390	More than 12,000	$10,550	$300	$10,850
University of Maryland Eastern Shore (UMES)	2,138	1,000 to 3,999	$4,440	$300	$4,740
University of Maryland Global Campus (UMGC)	33,350	More than 12,000	$10,550	$300	$10,850
UM Center for Environmental Science (UMCES)*	N/A (no undergrad)	N/A	N/A	N/A	N/A
TOTAL					**$78,290**

Systemwide Survey Development

The workgroup explored the feasibility of developing and administering a singular survey specifically designed to assess civic knowledge among USM students. After careful analysis, the workgroup determined that this approach would be insufficient as a stand-alone solution for several reasons.

Determining optimal survey timing is challenging. While assessing students in both freshman and senior years tracks development, it overlooks transfer students and risks misrepresenting student experiences. Voluntary participation also introduces self-selection bias, potentially skewing results toward more engaged respondents and limiting the data's representativeness.

The estimated cost for a single administration of such a survey is substantial. Development and administration expenses—including survey design, programming, management, data analysis, and reporting—total approximately $70,000. Incentivizing student participation would add $38,000 to the total cost. A full budget overview can be found on page 37. These figures reflect the expense of only one survey cycle; meaningful systemic improvement would require repeated administrations over time, compounding the financial burden.

GIVEN THE OBSERVED STABILITY IN RESULTS FROM EXISTING CIVIC EDUCATION SURVEYS, THE WORKGROUP ANTICIPATES THAT A NEW, STANDALONE SURVEY WOULD LIKELY YIELD SIMILAR FINDINGS, OFFERING LITTLE NEW INSIGHT TO INFORM SYSTEMIC CHANGE.

Despite these limitations, a well-crafted survey could serve as a valuable baseline measure or as a component of a larger, integrated data portfolio. Surveys are particularly effective when used as pre- and post-tests to evaluate the impact of specific program implementations, providing actionable feedback on targeted interventions. However, developing a survey instrument that accurately captures the full scope of civic knowledge—as defined in this report and implemented across 12 campuses—would require significant time and expertise.

Mileah Kromer, Director of the UMBC Institute of Politics, provided a draft budget estimating the cost to conduct a systemwide survey based on industry standards.

Total Survey Cost Per Administration

Item	Hours	Cost
Survey design	50	5,000
Questionnaire programming and testing	50	5,000
Survey management and protocol design	200	20,000
Data analysis	200	20,000
Executive report	200	20,000
Total Consultant Fees	**700**	**70,000**
Incentive Fees		40,000
Total Administration Costs		**110,000**

Survey Size and Incentive Costs

School	Total Undergraduate Population	% of Total Pop	Sample Size Target	Estimated Response Rate	Emails Needed to Achieve Target Sample Size	Cost for $5 Incentive per Survey	Cost for Prize-based Incentive
University of Baltimore	1,477	1%	90	25%	361	$450.75	$1,500
Coppin State University	1,907	1%	116	25%	466	$581.98	$1,500
University of Maryland Eastern Shore	2,467	2%	151	25%	602	$752.88	$1,500
Frostburg State University	3,422	3%	209	25%	835	$1,044.33	$1,500
Bowie State University	5,136	4%	313	25%	1,254	$1,567.41	$1,500
Salisbury University	6,288	5%	384	25%	1,535	$1,918.97	$1,500
University of Maryland, Baltimore County	10,789	8%	659	15%	4,390	$3,292.59	$1,500
Towson University	16,264	12%	993	15%	6,618	$4,963.45	$1,500
University of Maryland Global Campus	52,187	40%	3,185	15%	21,235	$15,926.45	$1,500
University of Maryland, College Park	31,133	24%	1,900	15%	12,668	$9,501.18	$1,500
Total	**131,070**	**100%**	**8,000**	**21%**	**38,095**	**$40,000.00**	**$15,000**

Summary

The Civic Education Data Strategy Workgroup, convened by the USM Board of Regents, developed a strategic, research-informed, and actionable framework to assess the civic knowledge of USM students. The strategy is grounded in national best practices and aligned with accreditation standards, the Carnegie Classification, and the USM Vision 2030 strategic plan.

Throughout its work, the group gathered input from national experts and institutional stakeholders. The group reviewed a preliminary landscape across all USM institutions, explored multiple data collection strategies, and evaluated the feasibility of system-level tools. The workgroup confirmed that while campuses are actively engaged in civic learning and community engagement efforts, there is no unified or comprehensive assessment strategy to evaluate student civic knowledge outcomes across the system.

To address this gap, the workgroup proposes a three-year, phased implementation strategy.

YEAR ONE

BUILD INSTITUTIONAL CAPACITY, CONDUCT GAP ANALYSES, PROVIDE PROFESSIONAL DEVELOPMENT, AND LAUNCH AN INSTITUTIONAL PROFILE PROCESS.

YEAR TWO

PILOT NEW DATA COLLECTION, ALIGN DATA TO THE FRAMEWORKS, PILOT ASSESSMENTS, AND DEVELOP SYSTEM REPORTING TOOLS.

YEAR THREE

REFINE AND EXPAND DATA COLLECTION, PROVIDE POLICY RECOMMENDATIONS, AND PLAN FOR SUSTAINABILITY.

The recommended strategy is flexible, allowing institutions to align implementation with their mission and resources. It includes a robust, coordinated approach for measuring civic learning using both direct and indirect measures—such as embedded course assessments, national survey instruments, reflections, and institutional inventories. Systemwide infrastructure and staff support will

enable consistent coordination, analysis, and improvement.

The proposed budget outlines three tiers of investment options. All include essential funding for institutional grants, staffing, and professional development. Higher tiers add optional elements such as civic knowledge surveys, NSSE administration, systemwide convenings, and data infrastructure. Total estimated costs range from $710,000 to $1.29 million over three years.

In addition to the implementation plan, the report outlines guiding principles, key definitions, and considerations for long-term sustainability.

The Workgroup emphasizes the importance of aligning this strategy with Maryland's forthcoming 2026-2030 State Plan for Higher Education, the state's civic education goals, and broader system priorities.

THIS REPORT POSITIONS THE USM TO BECOME A NATIONAL LEADER IN CIVIC EDUCATION ASSESSMENT. IT PROVIDES A CLEAR, FLEXIBLE, AND ACTIONABLE ROADMAP FOR ENSURING THAT STUDENTS ACROSS MARYLAND'S PUBLIC UNIVERSITIES GRADUATE WITH THE CIVIC KNOWLEDGE, COMPETENCIES, AND COMMITMENT NECESSARY TO SUSTAIN A VIBRANT DEMOCRACY.

University System
of Maryland
Appendix

Frequently Asked Questions

1. Why does it take three years to get data?

Although the full systemwide analysis and reporting will be completed at the end of Year 3, data collection will begin in Year 1. This includes institutional completion of the CLDE Self-Assessment Survey and a civic data scan to document existing assessments and engagement practices. These foundational efforts ensure that each campus begins collecting and analyzing its own data early in the process.

The three-year timeline is essential to build shared infrastructure, support institutional customization, and ensure the strategy is comparative but not prescriptive. Creating a system that supports both cross-institutional benchmarking and mission-driven flexibility requires thoughtful planning and alignment with external stakeholders—most notably, the Maryland Higher Education Commission (MHEC), which is developing its 2026–2030 State Plan. Proceeding ahead of MHEC would risk misalignment with forthcoming state-level expectations

2. If civic knowledge scores are expected to be low, why not just mandate a course in civics?

Mandating a civics course may appear to be a quick solution, but the current national and system-level data do not demonstrate that such courses lead to sustained or transferable civic learning outcomes. A mandated course also raises complex implementation issues, including:

- Impact on legislatively mandated credit caps for undergraduate programs;
- Disruption to existing course sequences and program design, particularly in STEM and professional programs;
- Challenges for transfer students, international students, and graduate students whose programs may not align with a standardized civics course;
- Strain on departments expected to create and staff new civics offerings, and potential course reductions in other departments to accommodate the new requirement;
- Potential initiation of additional MHEC program review and approval processes;
- Uncertainty around how a mandated course would align with MHEC's forthcoming priorities for general education and civic readiness.

Instead of jumping to a curricular mandate, the USM strategy seeks a systemic understanding of civic learning across curricular and co-curricular contexts, allowing for more informed and sustainable interventions.

3. Will costs be incurred by the institutions?

Any costs not approved by the USM Board of Regents for central funding will be the responsibility of individual institutions. The proposed budget includes three implementation tiers with different levels of investment. All institutions will receive base grants to support the work, but additional expenses—such as participation in optional surveys or infrastructure enhancements—may require local cost-sharing unless covered at the system level.

4. How will student voice be included in this process?

Student voice is a critical part of the implementation strategy. Beginning in Year 1, each institution will be encouraged to engage student leaders, organizations, and governance bodies in the civic learning scan and assessment development. The CECE Council will also appoint a student council representative to provide ongoing feedback and participate in pilot surveys, communications campaigns, and the Year 3 symposium.

5. How will faculty be included in the development process?

Faculty input will be integral at every phase. The strategy builds upon USM's shared governance structures and includes institutional autonomy to identify civic learning outcomes, assessment tools, and alignment with academic priorities. Each institution's team will include faculty representation, and professional development funds are allocated in Year 1 to support faculty training and consultation. Faculty will also be invited to participate in tool selection, rubric validation, and dashboard design.

6. What kinds of civic learning data will be collected?

The strategy supports a multi-dimensional approach to civic learning aligned with the CLDE framework. Data types include:

- Direct assessments embedded in academic courses
- Co-curricular participation and reflections
- Survey instruments like NSSE, BCSSE, and custom civic knowledge surveys
- Institutional self-assessments
- Disaggregated analysis by student demographics and academic program

This diverse evidence base will support more valid and equity-minded insights into student learning across contexts.

7. How does this align with accreditation or federal requirements?

The strategy is aligned with Middle States accreditation standards related to institutional mission, general education, and assessment of student learning. It also supports USM's civic mission under Vision 2030 and aligns with AAC&U VALUE rubrics and Carnegie Classification frameworks. Although there are no current federal mandates specific to civic knowledge assessment, this strategy anticipates and prepares for potential future reporting requirements related to civic readiness and democratic engagement.

8. What will happen after Year 3?

Year 3 concludes with a systemwide report and policy recommendations. The report will include proposals for long-term sustainability, including options for:

- Embedding civic learning indicators into institutional assessment plans
- Continued administration of validated tools
- Ongoing professional development and data sharing
- Alignment with state and national frameworks
- Use of civic learning metrics in performance funding and strategic planning

The CECE Council and USM leadership will determine how to institutionalize successful elements of the strategy beyond the pilot phase.

9. How will this impact general education or program review processes?

The strategy has been designed to be non-disruptive to existing general education requirements. Any future changes to curricula or learning outcomes will be driven by institutional governance and aligned with MHEC's 2026–2030 State Plan, which is expected to elevate the importance of civic and democratic learning. This strategic alignment ensures that USM remains in compliance with evolving state priorities and accreditation expectations.

10. What is the benefit of this strategy for USM institutions?

This initiative positions USM as a national leader in civic education. It offers institutions the opportunity to:

- Demonstrate public value and accountability

- Improve student outcomes and engagement
- Enhance faculty and institutional capacity
- Align with national and state priorities
- Build data systems that support mission-driven improvement

The strategy reflects USM's commitment to democratic readiness, educational excellence, and institutional equity. The strategy reflects USM's commitment to democratic readiness, educational excellence, and institutional equity. It also directly supports the USM Vision 2030 Implementation Plan, particularly in advancing goals related to civic responsibility, inclusive excellence, and preparing graduates to contribute to a healthy democracy. By aligning civic learning strategies with Vision 2030, USM ensures that all students—regardless of background—are empowered to engage in public life and promote the common good.

11. How does this strategy support institutional autonomy?

The framework is intentionally designed to be flexible and mission-aligned. Institutions determine how best to implement civic learning strategies based on their own contexts, priorities, and existing infrastructure. The strategy encourages local customization while still enabling systemwide comparison and collaboration.

12. What role will the CECE Council play in implementation?

The Civic Education and Community Engagement (CECE) Council will be the primary body advising implementation. It will coordinate professional development, share tools and resources, ensure consistent communication, and provide feedback to USM leadership. The CECE Council will also help advise development of data collection and progress monitoring tools to ensure alignment with Vision 2030 and the new MHEC State Plan.

Formed by the Board in 2024, the CECE Council brings structure to earlier efforts at understanding and improving civic education across the USM. Council membership includes two representatives from each USM campus, with at least one campus member holding a senior position.

An initial Regents' Workgroup on Civic Education and Civic Engagement was charged in 2017 to: "make recommendations for system-wide initiatives to help our students graduate as more active and effective citizens. The group's three-part mission should focus on civic education, civic engagement, and civic responsibility." That working group report included recommendations for continued investigation and conversation. A

resulting USM Civic Education and Civic Engagement Workshop in 2019 focused on voting, the Carnegie Foundation Elective Classification for community engagement, and curricular integration. This meeting led to USM participation in the 2023 AAC&U Virtual Institute on Engaged and Integrative Learning, which yielded a proposal for a one-time investment of $300,000 to support campus work in civic education and community engagement. With campus reports submitted in June, the CECE Council is preparing to review the impacts of that investment.

In academic year 25-26 the CECE Council will also focus on helping campuses develop their Civic Implementation Plans. These plans are in line with USM efforts to assess and improve civic education outcomes for students and provide a natural means of continuing this important work.

13. Is civic education currently mandated in general education courses in Maryland?

In Maryland, civic education **is** explicitly mandated as part of K–12 social studies standards and graduation requirements. The Maryland Social Studies Standards, codified in COMAR 13A.04.08, include Standard 1.0: Civics, which requires students to inquire about authority, power, influence, civic reasoning, and informed participation in society. By law, Maryland public school students must complete a three-course history sequence, including a specific course in American Government, and must pass the Maryland High School Assessment (HSA) in Government to graduate. Maryland is one of only two jurisdictions (along with Washington, D.C.) that also require community **service hours** as a graduation credential.

Under the Code of Maryland Regulations (COMAR 13B.06.01), general education requirements for associate and bachelor's degrees in higher education are defined by distribution areas—such as English, mathematics, arts and humanities, social and behavioral sciences, biological and physical sciences, and emerging issues. Institutions must meet specific credit thresholds across these areas.

Civic learning is frequently embedded within existing general education courses—particularly in disciplines such as political science, history, sociology, communication, and philosophy. Courses in these areas often explore democratic institutions, civil rights, social responsibility, and public policy.

As part of the Maryland State Plan for Higher Education, the Maryland Higher Education Commission (MHEC) will explore how general education will be conceptualized and defined in its forthcoming 2026–2030 State Plan for Higher Education. This includes potential consideration of civic readiness and experiential democratic learning. As such,

USM's civic learning data strategy is designed to support this evolving landscape without imposing new mandates ahead of state-level policy decisions.

14. **Who will receive the professional development proposed in the Civic Education Data Strategy, and who will ultimately benefit from it?**

Professional development will be provided to both institutional-level teams and system-level leadership. This includes faculty, institutional researchers, student affairs professionals, and shared governance representatives who are directly involved in building campus civic education data portfolios, conducting assessments, and interpreting results. Executive leadership—including university presidents, provosts, and governance councils—will also receive targeted training on the Civic Learning and Democratic Engagement (CLDE) framework and civic data strategies.

Institutional and executive leaders must have a strong understanding of the theoretical foundations of civic learning—particularly the CLDE framework's emphasis on knowledge, skills, values, and action—as well as familiarity with the data tools and assessment methods that can be used to evaluate these dimensions. This foundation is essential for leaders to effectively develop and oversee their institution's civic education data profile and ensure alignment with accreditation standards, mission-driven goals, and systemwide priorities. The ultimate beneficiaries of this professional development are USM undergraduate students, as the training is designed to improve the quality, consistency, and equity of civic learning experiences and assessments across all USM institutions. By building institutional capacity and aligning civic learning with accreditation and mission, the professional development supports a broader goal: preparing all students to be career ready, civic ready, and democracy ready.

Definitions and Terms

The workgroup identified the need to establish shared definitions for key terms used in the Board of Regents' charge in order to support the development of a clear, consistent, and actionable data collection strategy.

The following emphasized terms within the Board of Regents' charge were defined by the workgroup: "Working with *shared governance bodies* to develop a *data collection strategy* to better understand what *our students know* with regard to *civics"*

Shared Governance Bodies

Shared governance is a collaborative decision-making process in which representatives of faculty, staff, students, and administrators contribute to the development of policies and decisions affecting the operation of the institution.

USM Shared Governance Bodies include:

- The Council of University System Faculty (CUSF)
- The Council of University System Presidents (CUSP)
- The Council of University System Staff (CUSS)
- The University System of Maryland Student Council (USMSC)

Data Collection Strategy

To ensure alignment with existing institutional language and practices, this report adopts a definition of data strategy that is consistent with terminology already in use across the USM, including by the USM Data Strategy & Governance Community of Practice. This alignment promotes coherence and interoperability across departments and initiatives while reinforcing system-wide standards.

For the purposes of this report, data collection strategy is defined as the framework that aligns people, processes, technology, and data to strategic goals. It is a high-level plan that outlines how an organization will leverage data to inform decision-making by setting priorities for data infrastructure, data governance, data analytics, and data literacy (USM Data Strategy & Governance Community of Practice, 2025).

By adopting this definition, this initiative situates civic engagement and civic learning assessment within a broader ecosystem of data-informed leadership and continuous

improvement. It provides a structured approach for developing and managing the data systems necessary to support institutional and system-level priorities around democratic learning, accountability, and public impact.

Students

For the purposes of the USM Civic Education Data Strategy, "students" refers to all degree-seeking individuals enrolled in undergraduate programs at USM institutions, including both full-time and part-time students, regardless of age, instructional modality, or residency status. However, for institutions that do not serve undergraduate students, alternate populations may be considered. Each institution has the flexibility to expand the definition of "students" to include populations not represented in this definition, as it aligns with the institution's mission.

This definition supports inclusive, equity-conscious data collection that reflects each institution's unique student population while maintaining systemwide consistency. The strategy will focus primarily on undergraduate learners, where civic education is most commonly integrated into the general education curriculum. However, institutions may choose to further disaggregate their data or expand their focus to specific populations, such as:

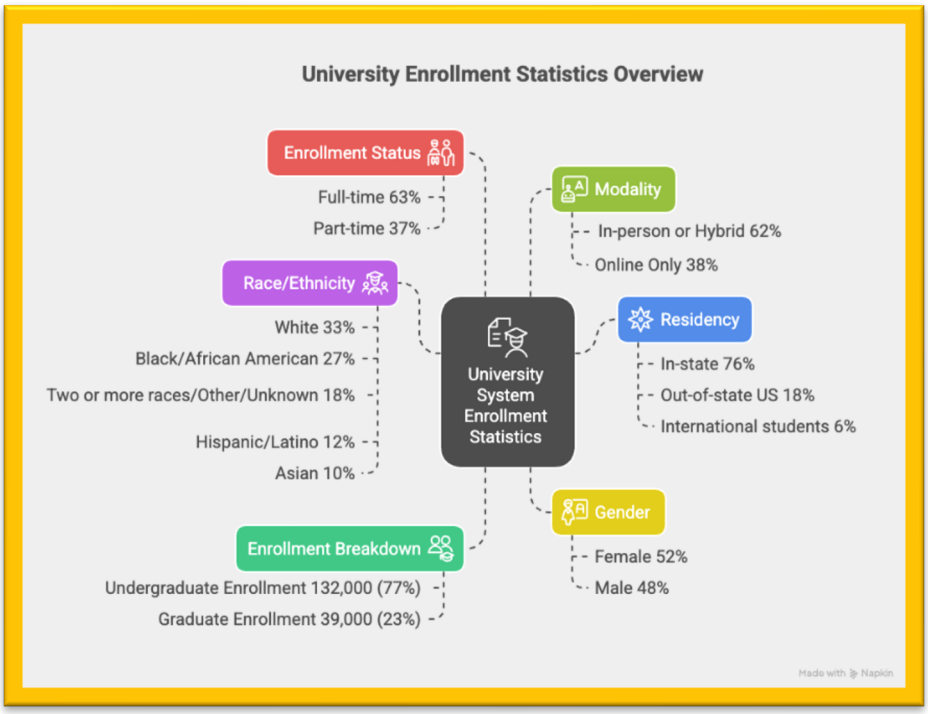
- Adult learners and returning students
- Online-only or hybrid students
- Transfer and dual-enrolled high school students
- First-generation and Pell-eligible students
- International and military-affiliated students

Given the broad diversity of student groups across USM institutions, each institution will have the flexibility to identify the specific demographics that will be included in their individual institutional data strategy. Institutions must ensure that their data collection includes representative samples that accurately reflect their student population and align with their institutional mission. This approach respects institutional mission diversity and ensures that recommendations are flexible, equitable, and scalable across the system.

As of Fall 2024, the University System of Maryland (USM) enrolls approximately 171,000 students across its 12 degree-granting institutions, including research universities, regional comprehensives, and historically Black colleges and universities (HBCUs). The student population is diverse in identity, age, educational background, and instructional modality.

Demographics

The figure below illustrate the diversity and complexity of the student body across USM campuses. Institutions such as the University of Maryland, College Park (UMCP) serve a majority of traditionally aged, full-time residential students, while institutions such as the University of Maryland Global Campus (UMGC) predominantly enroll working adults and military-affiliated students in online programs.



Knowledge

For the purposes of the USM Civic Education Data Strategy, "knowledge" is defined as the demonstrated understanding and ability to apply civic concepts, values, and processes and cultivated through academic study and/or community engagement to support informed participation in a democratic society.

This definition is specific to the workgroup charge, supports alignment with accreditation requirements, reflects emerging best practices in higher education research, aligns with workforce and civic assessment, and affirms USM's commitment to the public mission of preparing active and informed citizens.

Knowledge, Skills and Disposition Framework

The Knowledge, Skills, and Dispositions (KSD) framework offers a comprehensive and research-based approach for assessing civic learning in higher education, making it the most effective model for evaluating student readiness for democratic participation and professional success. Civic learning demands more than memorization of government structures or historical facts—it requires students to understand complex systems (knowledge), apply that understanding in practical, often community-based contexts (skills), and internalize the values and habits that support democratic engagement (dispositions). As Colby, Ehrlich, Beaumont, and Stephens (2003) note, educating citizens involves developing intellectual capacities, practical abilities, and moral commitments, aligning directly with the cognitive, behavioral, and affective domains represented in the KSD model.

This tripartite framework is also closely aligned with the way learning is assessed in the workforce. Across sectors such as healthcare, engineering, business, and education, performance evaluations are based not only on content knowledge but on real-world application and interpersonal effectiveness. For example, nursing uses clinical competency models that assess procedural skills and compassionate care (Benner, 1984), engineering programs accredited by ABET evaluate both technical proficiency and ethical responsibility (ABET, 2022), and leadership education emphasizes strategic thinking, collaboration, and ethical judgment (Dugan, 2017). Similarly, in civic learning, knowledge alone is insufficient if students lack the communication skills, problem-solving abilities, and dispositions—such as empathy, open-mindedness, and responsibility—that enable civic action. Bresciani Ludvik (2016) and the Association of American Colleges and Universities (AAC&U) argue that these “soft” components are essential not only for democracy but also for career readiness, as employers increasingly seek graduates who can work collaboratively across differences and exercise ethical reasoning (Finley, 2021).

By capturing the full spectrum of learning—what students know, how they act, and who they are becoming—the KSD framework provides a more authentic and transferable assessment of civic learning. It enables institutions to evaluate student development in ways that mirror both democratic participation and workplace performance, ensuring alignment between academic outcomes and societal needs.

The Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) emphasizes the importance of direct and systematic assessment of student learning as part of its *Standards for Accreditation*. Specifically, Standard V: Educational Effectiveness Assessment requires that institutions, "assess student achievement and demonstrate that students have accomplished educational goals consistent with their program of study, degree level, and institutional mission."

Within general education, institutions must ensure that students develop knowledge and skills in critical areas, including ethical reasoning, diversity, and global awareness—all of which are foundational to civic learning. Institutions are expected to use assessment results not only to improve educational effectiveness but also to demonstrate accountability and transparency to stakeholders. For civic education, this means that learning outcomes related to civic knowledge, skills, and values should be clearly defined, assessed using valid measures, and used to inform continuous improvement in curricular and co-curricular programs.

The Carnegie Classification for Community Engagement

The Carnegie Foundation's Community Engagement classification emphasizes the reciprocal exchange of knowledge and resources between universities and communities for the public good**.** Under this framework, knowledge is both generated and applied through collaboration—with the goal of preparing students to become educated, engaged citizens. This definition expands traditional academic conceptions of knowledge to include:

- The co-creation of knowledge through service-learning, applied research, and public scholarship
- Knowledge that is informed by community experience and context
- Knowledge that advances civic responsibility and democratic values

Civics Definition and Framework

For the purposes of the USM civic education data strategy workgroup, ***civic learning refers to the promotion of students' knowledge of and engagement with democratic institutions and processes—both local and global—and involves developing the values, skills, and knowledge needed to participate effectively in civic life and to make informed, ethical decisions for the common good*** (Association of American Colleges and Universities [AAC&U], 2012).

This definition reflects a broad, developmental view of civic education—one that extends beyond foundational knowledge of government or voting processes to include active engagement, ethical reasoning, and a sense of shared responsibility for democracy.

CLDE Framework Overview

The Civic Learning and Democracy Engagement (CLDE) framework serves as the theoretical foundation for this report, providing a comprehensive and inclusive approach to preparing college students for active and informed participation in democracy. Developed by a national coalition of leading education and policy organizations—including the American Association of Colleges and Universities, Campus Compact, College Promise, Complete College America, and the State Higher Education Executive Officers—the CLDE framework is supported by more than 70 higher education and student success organizations, as well as all seven institutional accreditors. This broad coalition underscores the framework's credibility and its alignment with national priorities for revitalizing civic education across postsecondary institutions.

The CLDE framework is structured around four interrelated pillars, each of which is essential to fostering purposeful civic engagement among students.

Democratic Knowledge and Levers for Change

This pillar focuses on equipping students with a deep understanding of key democratic principles, the workings of political systems, and the historical and comparative contexts of freedom movements. Activities within this pillar include critical inquiry into foundational texts, exploration of constitutionalism, and the development of digital, data, and media literacy—including the ability to discern disinformation. Students also engage with public policy, debates about the meaning and application of democratic values, and the study of both U.S. and global freedom movements. The goal is to

empower students with the knowledge and tools necessary to influence policy decisions and participate meaningfully in democratic processes.

Civic and Ethical Learning

This component emphasizes the cultivation of ethical reasoning, fairness, and a commitment to the public good. Students are encouraged to reflect on their own civic identities and experiences, examine ethical and fairness issues related to their intended careers, and engage in collaborative reflection with mentors and peers. Activities include guided reflection on learning from field-based experiences, the study of career-related ethical principles and standards, and the exploration of civility and collaborative problem-solving in both academic and professional contexts.

Bridge-Building and Problem-Solving Skills

Recognizing the diversity of the United States as the world's most pluralistic democracy, this pillar is dedicated to developing students' abilities to communicate effectively, engage productively with differing viewpoints, and collaborate on public good and justice questions. Activities include individual and group work on issues related to students' chosen or likely careers, collaborative service-learning projects, community-based problem-solving with diverse partners, and public presentation and discussion of project results. The focus is on fostering civility, fairness, and the ability to solve problems across differences.

Practical Experience and Projects

The framework places a strong emphasis on experiential learning, requiring students to participate in research, action projects, and field-based experiences that are directly tied to their academic programs and career interests. These practical experiences may be completed as part of degree requirements in majors, certificates, or general education, and often involve collaboration with community or government organizations. Students are encouraged to reflect on their learning and to consider how their choices and actions affect individuals and communities, both during college and beyond.

Through engagement with these four pillars, students are expected to develop purposeful civic engagement by reflecting on their own identities, goals, and civic voices. The CLDE framework ensures that all students—not just a select few—graduate not only career-ready, but also "civic ready" and "democracy ready," prepared to contribute to the public good in a variety of roles, from professional and community involvement to public service and informed voting. This multidimensional and inclusive approach makes the CLDE framework an ideal underpinning for system-wide efforts to assess and advance civic learning and democratic engagement.

Assessment Methods and the CLDE Framework

Democratic Knowledge & Levers for Change

Knowledge and Skills	Quantitative Measures	Qualitative Measures
• Key democratic principles and debates about meaning and application • Constitutionalism and the political systems that frame democratic governance • Founding and freedom texts for the U.S. democratic republic • Historical and comparative knowledge of U.S. and global freedom movements • Authoritarianism and other anti-democracy movements • Civic inquiry and public good questions related to students' careers • Levers for influencing change in civil society and specific career fields • Guided reflection on students' experiences and views of democracy	• Course enrollment and grades in General Education and required courses for earning degrees • Tagging outcomes around specific course standards • Tagging outcomes around specific co-curricular program standards (e.g., high-impact practices like living learning communities and community-based learning; capacity-building workshops) • Campus Compact Pathways to Public Service and Civic Engagement	• USM Civic Education and Community Engagement Mini-Grants in Documentation of Civic Learning final reports • Tagging outcomes around specific co-curricular program standards (e.g., high-impact practices like living learning communities and community-based learning; capacity-building workshops) • Campus Compact Pathways to Public Service and Civic Engagement

Bridge-Building and Problem-Solving Skills

Knowledge and Skills	Quantitative Measures	Qualitative Measures
• Communication skills: written, oral, and intergroup dialogue • Critical inquiry and evidence-based reasoning • Digital, data, and media literacy, including disinformation • Productive engagement with diverse views and experiences • Problem solving with diverse partners • Ethical reasoning about alternative approaches to problems • Purpose and agency grounded in a strong sense of identity	• Student Participation in Civic Discourse activities, programs, courses, seminars (Constructive Dialogue, etc.) • Number of multi-sector/multi-group/multi-disciplinary/interdisciplinary civic activities • Civic learning peer leadership program evaluations	• Review of institution-level centers/institutes' program evaluations, annual reports, research, publications, and projects • USM Civic Education and Community Engagement Mini-Grants in Curricular Integration final reports • National Survey of Student Engagement (NSSE) • NSSE Civic Engagement Topical Module • Faculty Survey of Student Engagement (FSSE) • IEA International Civic and Citizenship Education assessment • Internship evaluations

Practical Experience and Projects

Knowledge and Skills	Quantitative Measures	Qualitative Measures
• Individual and group work on public good and justice questions • Collaborative service-learning projects in courses • Community-based problem solving with diverse partners • Research projects with and for community or government organizations • Public presentation and discussion of project results • Guided reflection on their learning from field-based experience and problem solving	• Campus-based databases and dashboards • Community partner feedback	• USM Civic Education and Community Engagement Mini-Grants in Curricular Integration final reports • National Survey of Student Engagement (NSSE) • NSSE Civic Engagement Topical Module • IEA International Civic and Citizenship Education assessment • Review of institution-level centers/institutes' program evaluations, annual reports, research, publications, and projects • Carnegie Classification for Community Engagement

Career-Related Civic and Ethical Learning

Knowledge and Skills	Quantitative Measures	Qualitative Measures
• Public policy and public good issues related to chosen or likely careers • Levers for influencing policy decisions in their career fields • Civility, fairness, and collaborative problem solving in work contexts • Career-related ethical principles and standards for practice • Civic, ethical, and fairness questions raised through practical problem solving • Collaborative reflection — with mentors and peers — on civic, ethical, and fairness issues related to careers	• Course enrollment and grades in Ethics courses	• Review of institution-level centers/institutes' annual reports, research, publications, and projects

Purposeful Civic Engagement

Knowledge and Skills	Quantitative Measures	Qualitative Measures
Through their course-taking, practical experiences working on public good questions, and guided reflection on their own identities, goals, and civic voice, students will make their own decisions about how they want to contribute to the public good beyond college. Some students may work on public good questions related to their professions and/or workplace. Others may become active in local and/or faith communities. Some will choose public service as their career. Many will contribute primarily as engaged and knowledgeable voters. Whatever their choices for the future, all students should graduate civic ready, democracy ready, and career ready. And they should be deeply conversant with public good questions directly related to their intended careers.	• Annual Student and Military Voter Engagement Act annual (SMVEA) report to MHEC • NSLVE Voter Data Reports • HEIghten civic competency and engagement assessment • Campus-based databases and dashboards	• Middle States accreditation • Campus-specific self-assessments and surveys • AAC&U Value Rubrics • Campus Compact Pathways to Public Service and Civic Engagement • Voter Friendly Campus Reports

Civic Education and Community Engagement across the USM

***** The findings presented are preliminary and should not be interpreted as a complete institutional assessment of available resources*

USM Institution	School of Public Policy?	Name or Center or Initiative Supporting Civic Education
Bowie State University		Office of Multicultural Programs and Civic Engagement Center for Law, Social Justice, & Civic Engagement Center for Academic Programs Assessment The Engage Center for Experiential Learning and Career Readiness
Coppin State University		Dorothy I. Height Center for the Advancement of Social Justice (AA) Bishop L. Robinson, Sr. Justice Institute (AA) Center for Strategic Entrepreneurship
Frostburg State University		Office of Civic Engagement (SA) Beall Institute for Public Affairs
Salisbury University		Institute for Public Affairs and Civic Engagement (PACE) (AA) Student United Way Center for Healthy Communities School of Education Regional Professional Development Schools Network School of Business Entrepreneurship Center / BEACON.
Towson University		Office of Civic Engagement and Social Responsibility (SA, AA) Office of Partnerships and Outreach BTU Engagement Council StarTUp TU Votes Coalition Office of Inclusive Excellence Education and Support Democracy Today Office of the President/Government Relations Honors College Civic Engagement Initiative Student Government Association Election Security Project TU Athletics Office of Fraternity and Sorority Life Campus Recreation Office of Student Activities Dialogue@TU Civic Renewal Initiative Institute for Well-Being Center for STEM Excellence Honors College Model UN
University of Baltimore	✅	Office of Transitions and Community Engagement (SA) Schaeffer Center for Public Policy Jacob France Institute

University of Maryland, Baltimore		Office of Community Engagement (VP External Relations) Department of Interprofessional Service Learning and Student Initiatives (ISLSI) (SA)
University of Maryland, Baltimore County		Shriver Center (AA) Center for Democracy and Civic Life Center for Social Justice Dialogue Sondheim Public Affairs Scholars Program Institute of Politics Office of Government Relations and Community Affairs.
University of Maryland, College Park	✅	Center for Community Engagement Stamp Student Union TerpsVote Maryland Democracy Initiative Center for Democracy and Civic Engagement Do Good Institute Local News Network Civic Education and Engagement Initiative University of Maryland Fellows Programs Center for Democracy and Civic Engagement Civic Innovation Center Rosenker Center for Political Communication and Civic Leadership College Park Scholars: • Civic Engagement for Social Good • Media, Self and Society • Justice and Legal Thought Data Justice • Carillon Communities • Constitutional Rights Community Deliberative Democracy • iGive • Community Honors Global Challenges & Solutions • Institute for Public Leadership (School of Public Policy)
University of Maryland Center for Environmental Science		• Science for the Community Seminars • Community Science Talks • Watershed Moments Community Learning Series
University of Maryland Eastern Shore	✅	Office of University Engagement and Lifelong Learning (SA) Office of Student Experience
University of Maryland Global Campus		Office of Community Engagement and Opportunities

System Policies Relevant to the Civic Education Data Workgroup

This chart includes a selection of University System of Maryland policies that articulate shared governance, that may influence shared governance, or that may pertain to additional course requirements. Many of these policies, bylaws, and guidelines can be found on the USM website.

Title	Relevance	Brief Summary
Policy on Shared Governance in the USM (1996, 2000)	Shared governance	Overarching policy which articulates shared governance in USM
Freedom of Speech and Expression Statement of Values (2019)	Shared governance	Detailed overview of the USM's commitment to free speech, featuring recommendations, reminders, and basic guidelines.
III-7.20 - POLICY ON UNDERGRADUATE GENERAL EDUCATION TRANSFERABILITY BETWEEN USM INSTITUTIONS (1994, 2014)	Course requirements	Addresses transfer of general education course credits when students transfer from one System institution to another.
III-7.00- POLICY ON DEGREE AND CURRICULAR REQUIREMENTS	Course requirements	Addresses degree requirements, “major changes” to general education, and graduation requirements.
USM Student Council Constitution	Shared governance	Student council constitution
USM Student Council bylaws	Shared governance	Bylaws of the USM Student Council
CUSS Constitution	Shared governance	Constitution for CUSS
CUSF Constitution	Shared governance	Constitution for CUSF

State Regulations and Statutes Pertaining to Course Content

This chart includes a selection of state regulations pertaining to civic learning for K-12 learners and general information regarding general education requirements in higher education.

Title	Selected Relevant Notes
13A.04.08.01: Requirements for Social Studies Instructional Programs for Grades Prekindergarten	B. Maryland Social Studies Program. The comprehensive instructional program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include the content standards set forth in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards under §§C—H of this regulation. C. Social Studies Processes and Skills. Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. D. Civics. Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society G. Economics. Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. H. History. Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. J. Student Participation. Each student shall participate in the comprehensive social studies program required by this chapter.
State Standards and Frameworks in Social Studies	Standard 1.0 Civics: Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. Standard 5.0 History: Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
Maryland High School American Government Framework	American government provides Maryland students with the opportunity to learn the Constitutional framework and democratic process that structure the State and national political system. American Government establishes a knowledge base which

	supports the development of skills needed for citizens in a participatory democracy. Effective citizens possess a clear understanding of government: its structure, its purposes, and its processes. They gather, communicate, and utilize information in order to evaluate the competing goals and varying points of view related to public issues. Utilizing their knowledge and skills, effective citizens purposely choose to be involved in their political system and exert influence in a participatory democracy. To assist students in acquiring these skills, the content of the course is arranged around five of the six state social studies standards.
13B.06.01.03.03 General Education Requirements for Public Institutions.	A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall: (1) Incorporate coursework in each of the following core areas, at a minimum: (a) Arts and humanities; (b) Social and behavioral sciences; (c) Biological and physical sciences; (d) Mathematics; and (e) English composition; (2) Conform to the definitions and common standards in this chapter; and (3) Incorporate the general education knowledge and skills required by the Middle States Commission on Higher Education Standards for Accreditation B. A public institution shall require each: (1) Program leading to an A.A. or A.S. degree to include at least 28, but not more than 36, credit hours of general education courses; (2) Associate's degree program that does not lead to an A.A. or A.S. degree to include at least 18, but not more than 36, credit hours of general education courses; and (3) Bachelor's degree program to include at least 38, but not more than 48, credit hours of general education courses. C. Each course used to satisfy the credit requirements of §B of this regulation shall carry at least 3 credit hours. D. General education programs within the A.A. or A.S. degree or the bachelor's degree at public institutions shall require at least: (1) Two courses in arts and humanities; (2) Two courses in social and behavioral sciences; (3) Two science courses, at least one of which shall be a laboratory course; (4) One course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study); and (5) One course in English composition, completed with a grade of C- or better

13B.02.02.16 Graduation Requirements	E. General Education Requirement. (1) An in-State institution shall provide to its students, within the required curriculum for graduation, a general education that is designed to provide the student with the skills and knowledge necessary to: (a) Communicate effectively in oral and written English; (b) Read with comprehension; (c) Reason abstractly and think critically; (d) Understand and interpret numerical data; (e) Understand the scientific method; (f) Recognize and appreciate cultural diversity; (g) Understand the nature and value of the fine and performing arts; and (h) Demonstrate information literacy.

USM Civic Education and Community Engagement Council Charge

The USM wishes to establish a standing Council to advance civic education, democracy engagement, community engagement, and service-learning across the system. This standing Affinity Group would be responsible for leading and consolidating USM's commitment to implementing the Regents' recommendations in the Regent's Task Force on Civic Education and Civic Engagement (2018) and Action Plan developed at the AACU Institute for Engaged and Integrative Learning (2023).
The CECE Council will support and promote the work of individual institutions' progress toward the Regents recommendations:

1. Foster an ethos of civic engagement and participation across all parts of all institutions and throughout the educational culture of USM.

2. Identify civic literacy as an expectation for all students.

3. Support and share best practices and explore how institutions can collaborate across the System.

4. Support institutions to develop and implement their Civic Education and Community Engagement implementation plans, which would set forth institution specific goals to strengthen institutional commitment to civic learning and community engagement, including current and future resources as needed.

5. Support institutions to apply for and maintain their Carnegie designation.

Agendas

Agenda: May 29, 2025

Meeting Objectives

- Introductory meeting
- Review the workgroup's charge

Agenda Overview

1:00 – 1:15 Welcome and Introductions
1:15 - 1:20 Overview of Charge
1:20 -1:35 Review existing policies, regulations, and laws
1:35 –1:55 Explore definitions of Civic Education
1:55 -2:10 Review the CLDE Framework
2:10-2:30 Discussion: Using these themes and the framework, what do we want to consider in developing a data strategy?
2:30-2:45 Determine, define, and appoint subcommittees
2:45-3:00 Meeting Schedule & Next steps

Agenda: June 11, 2025

Meeting Objectives

- Review the formal charge from the Board of Regents.
- Establish shared definitions for key terms in the strategy.
- Learn from the CLDE Coalition's work on civic learning and democratic engagement.
- Begin discussion of relevant frameworks and existing data.
- Confirm future meeting dates and deliverables. '

Agenda Overview

Time	*Topic*	*Description*
9:00–9:30 AM	Welcome, Framing, and Definitions	Review workgroup charge from the Board of Regents. Discuss shared definitions for "data collection strategy," "students," "knowledge," and "civics."

9:30–10:00 AM	CLDE Coalition Presentation	Presentation by Dr. Carol Geary Schneider and Dr. Nancy Shapiro on CLDE's work and its relevance to civic knowledge and engagement.
10:00–10:45 AM	CLDE Framework and Data Inventory Discussion	Discuss how the CLDE framework could inform the USM strategy. Identify possible sources of institutional data and existing data collection practices.
10:45–11:00 AM	Planning and Next Steps	Confirm meeting dates and deliverables. Outline next steps for drafting the strategy, requesting data, and engaging stakeholders.

Agenda: July 1, 2025

Meeting Objectives

- Review available USM student data relevant to civic knowledge.
- Discuss equity and data comparability consideration across institutions.
- Develop ideas for recommending a balanced data portfolio strategy.
- Plan an approach for collecting a preliminary institutional inventory.
- Consider budgetary implications at the system and campus levels. '

Agenda Overview

Time	*Topic*	*Description*
1:00–1:20	Welcome and Framing	Review meeting objectives and connection to Phase 2 strategy design goals. Review articles and presentations shared prior to the meeting.
1:20–1:30	Review of Existing USM Student Demographics	Review existing student demographic data
1:30–1:50	Discussion: Equity and Comparability	What challenges exist in comparing data across institutions (e.g., mission, demographics, modality)? How should we account for those in the strategy? What equity considerations should we consider in strategy development?
1:50–2:10	Building a Balanced Data Portfolio	Define a "balanced" data portfolio. Identify a set of recommendations: types of measures, tools, multiple learning outcomes, etc.

		Discuss how to provide institutions with guidance that allows flexibility while supporting comparability.
2:10–2:30	Institutional Inventory Planning	How should we gather information about current practices from institutions? Discuss format (survey/interview), timing, and data points to include. Identify responsible parties and potential barriers.
2:30–2:50	Assessing Budgetary Considerations	Discuss information needed to identify potential demands for implementing data collection (e.g., software, tools, staffing, training). What costs should be anticipated at the system level and institutional level? How can we include cost tiers or options in the strategy?
2:50–3:00 PM	Closing/Next Steps	

Agenda: July 16, 2025

Meeting Objectives

- Introduce MHEC's review of civic education for its state plan
- Review perspectives from other universities on civic education and related requirements
- Review data collected by the CECE Council related to civic education and community engagement
- Discuss ways to apply the CLDE assessment to the USM context
- Determine next steps towards drafting a final report

Agenda Overview

Time	Topic	Description
1:00–1:05	**Welcome and Review**	Review meeting objectives and recap discussions and decisions from the last meeting
1:05–1:35	**Discussion: MHEC, the state plan, and civic education**	Elena Quiroz-Livanis, Deputy Secretary of Higher Education, Maryland Higher Education Commission (MHEC) will offer insights about the MHEC state plan and civic education, followed by a discussion with the workgroup
1:35–2:00	**Discussion: Civic Education at JMU**	Professor Dena A. Pastor will share insights about James Madison University learning outcomes & assessment strategies for civic learning and civic engagement

2:00–2:15	**CECE Council Data**	Review data collected by the CECE Council
2:15–2:35	**Discussion: CLDE Assessment**	Review the CLDE self-assessment and consider: a) How, if at all, would the workgroup recommend customizing this survey to the System and/or to institutions? And b) What additional questions would you recommend adding?
2:35-2:50	**Discussion: Workgroup Report**	Determine interest in composing sections of a final report
2:50–3:00	**Closing/Next Steps**	

Agenda: July 28, 2026

MEETING OBJECTIVES

- Review the draft report to identify gaps in research.
- Identify new experts to invite for group consultation.
- Discuss additional voices that should be consulted before finalizing the draft.
- Review and refine the draft 3-year rollout plan, focusing on adding more detail.
- Address data constraints relevant to the group's work.

Agenda overview

Time	Topic	Description
9:00–9:05	**Welcome and Introductions**	Review meeting objectives and recap discussions and decisions from the last meeting
9:05–9:55	**Review of Draft Report**	Review current structure Discuss areas needing further exploration Propose new research that needs to be conducted Identify experts that need to be consulted Identify additional voices to engage before final draft
9:55–10:20	**Draft 3-year rollout plan**	Discuss plan details and areas for further development
10:20–10:40	**Fiscal Discussion**	Review draft cost analysis for system-wide survey Identify other costs that should be quantified prior to final draft
10:40-10:50	**CECE Group Updates**	Review any new developments or information
10:50–11:00	**Closing/Next Steps**	

Agenda: August 12, 2026

MEETING OBJECTIVES

- Review the final draft.
- Discuss the presentation to the Board of Regents.

Agenda overview

Time	Topic	Description
3:00–3:10	**Welcome and Introductions**	Review meeting objectives and recap discussions and decisions from the last meeting
3:10–4:10	**Review of Final Report**	Discuss any final edits Review FAQ. Identify and anticipate additional questions. Identify any stakeholders who need final review.
4:10-4:40	**Discuss Board Presentation**	Discuss proposal for presentation and get feedback
4:40–5:00	**Closing/Next Steps**	

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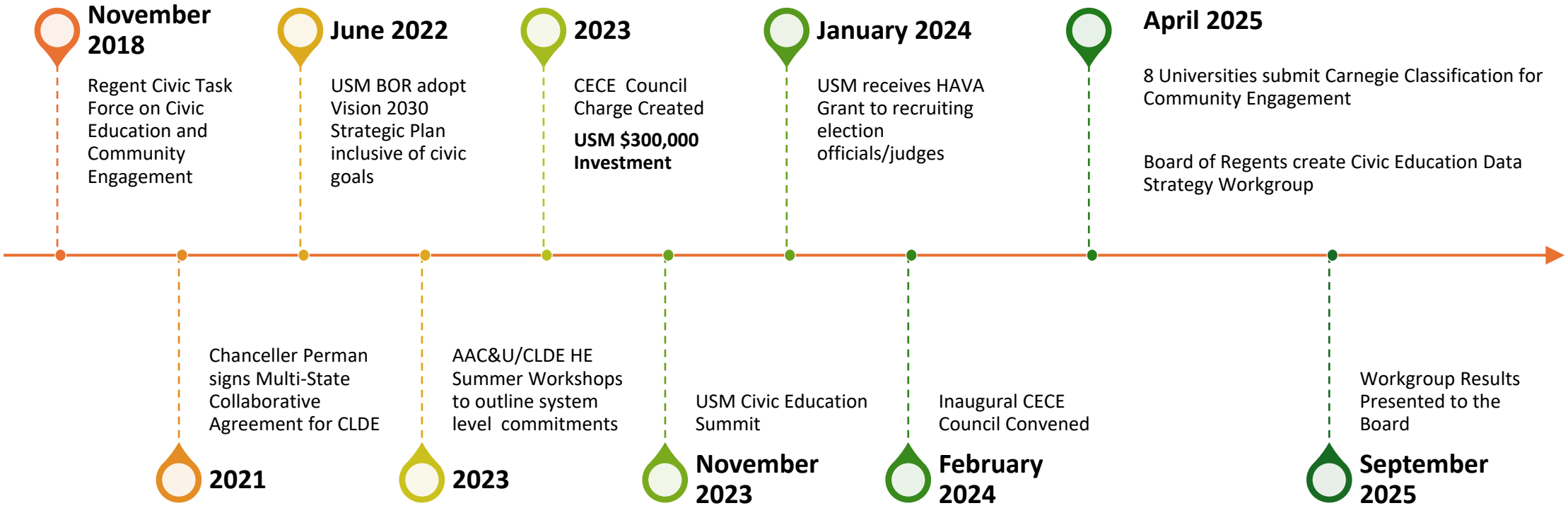
University System of Maryland

Civic Education Data Strategy Workgroup

Board of Regents Report
September 2025

USM Board of Regents Commitment To Civic Education



Why a Civic Education Data Strategy?

Regents Commitment to Civic Education

Support Vision 2030 Strategic Plan Execution

National trends of limited civic knowledge and engagement

Need for a systemwide data-informed continuous improvement plan for civic education

Four Phases of the Workgroup

4 **Report Sharing**

Formally submitting and presenting the completed strategy.

3 **Input & Finalization**

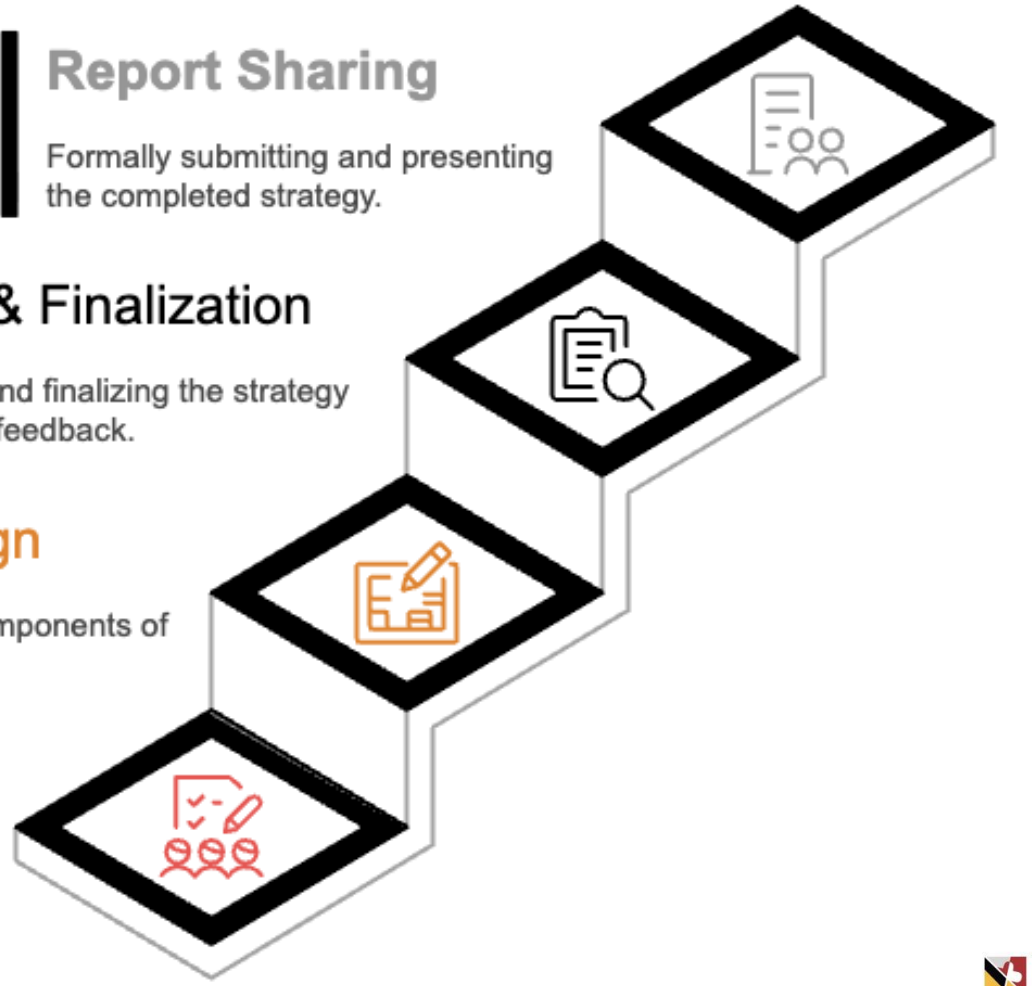
Refining and finalizing the strategy based on feedback.

2 **Strategy Design**

Developing the core components of the data strategy.

1 **Framing & Goal Setting**

Establishing the foundation for the data strategy.



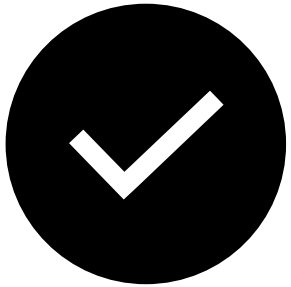
University System of Maryland

Data Strategy Foundations

Civic Education National Best Practices and Research

Vision 2030 Implementation

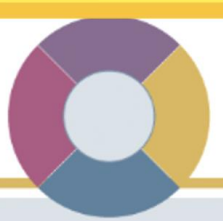
Workforce and Community Needs



Alignment with Maryland State Plan for Higher Education

CLDE

The CLDE Framework for College Civic Learning and Democracy Engagement Includes:



DEMOCRATIC KNOWLEDGE & LEVERS FOR CHANGE

Students explore:

- Key democratic principles and debates about meaning and application
- Constitutionalism and the political systems that frame democratic governance
- Founding and freedom texts for the U.S. democratic republic
- Historical and comparative knowledge of U.S. and global freedom movements
- Authoritarianism and other anti-democracy movements
- Civic inquiry and public good questions related to students' careers
- Levers for influencing change in civil society and specific career fields
- Guided reflection on students' experiences and views of democracy

Where? In general education programs and courses that explore democracy's development, principles, contestations, and challenges, including movements for policy and societal change, and in students' majors, including career and technical fields

BRIDGE-BUILDING & PROBLEM-SOLVING SKILLS

Students develop:

- Communication skills: written, oral, and intergroup dialogue
- Critical inquiry and evidence-based reasoning
- Digital, data, and media literacy, including disinformation
- Productive engagement with diverse views and experiences
- Problem solving with diverse partners
- Ethical reasoning about alternative approaches to problems
- Purpose and agency grounded in a strong sense of identity

Where? Practiced across general education and all majors, including career and technical studies, and in co-curricular and community-based experiences and projects

PRACTICAL EXPERIENCE & PROJECTS

Students help create new solutions through:

- Individual and group work on public good and justice questions
- Collaborative service learning projects in courses
- Community-based problem solving with diverse partners
- Research projects with and for community or government organizations
- Public presentation and discussion of project results
- Guided reflection on their learning from field-based experience and problem solving

Where? Research and/or action projects completed to meet degree requirements in majors, certificates, and/or general education

CAREER-RELATED CIVIC & ETHICAL LEARNING

Students work on:

- Public policy and public good issues related to chosen or likely careers
- Levers for influencing policy decisions in their career fields
- Civility, fairness, and collaborative problem solving in work contexts
- Career-related ethical principles and standards for practice
- Civic, ethical, and fairness questions raised through practical problem solving
- Collaborative reflection — with mentors and peers — on civic, ethical, and fairness issues related to careers

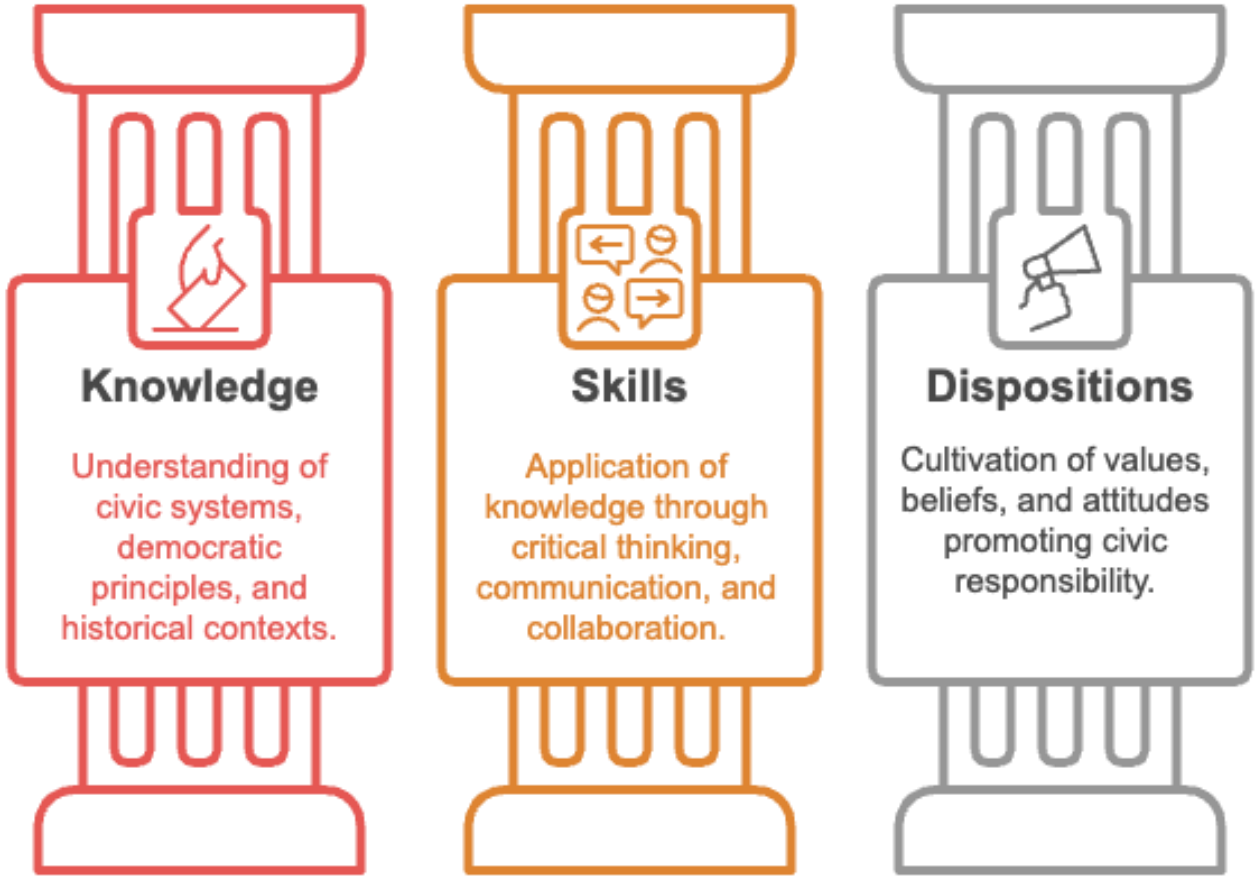
Where? In students' major fields, including career and technical studies; in career planning programs, curricular or co-curricular; and in practicums and projects required for a degree or certificate

STUDENTS' PURPOSEFUL CIVIC ENGAGEMENT AND CHOICES FOR THE FUTURE

Through their course-taking, practical experiences working on public good questions, and guided reflection on their own identities, goals, and civic voice, students will make their own decisions about how they want to contribute to the public good beyond college. Some students may work on public good questions related to their professions and/or workplace. Others may become active in local and/or faith communities. Some will choose public service as their career. Many will contribute primarily as engaged and knowledgeable voters.

Whatever their choices for the future, all students should graduate civic ready, democracy ready, and career ready. And they should be deeply conversant with public good questions directly related to their intended careers.

KSD Foundation of Civic Education



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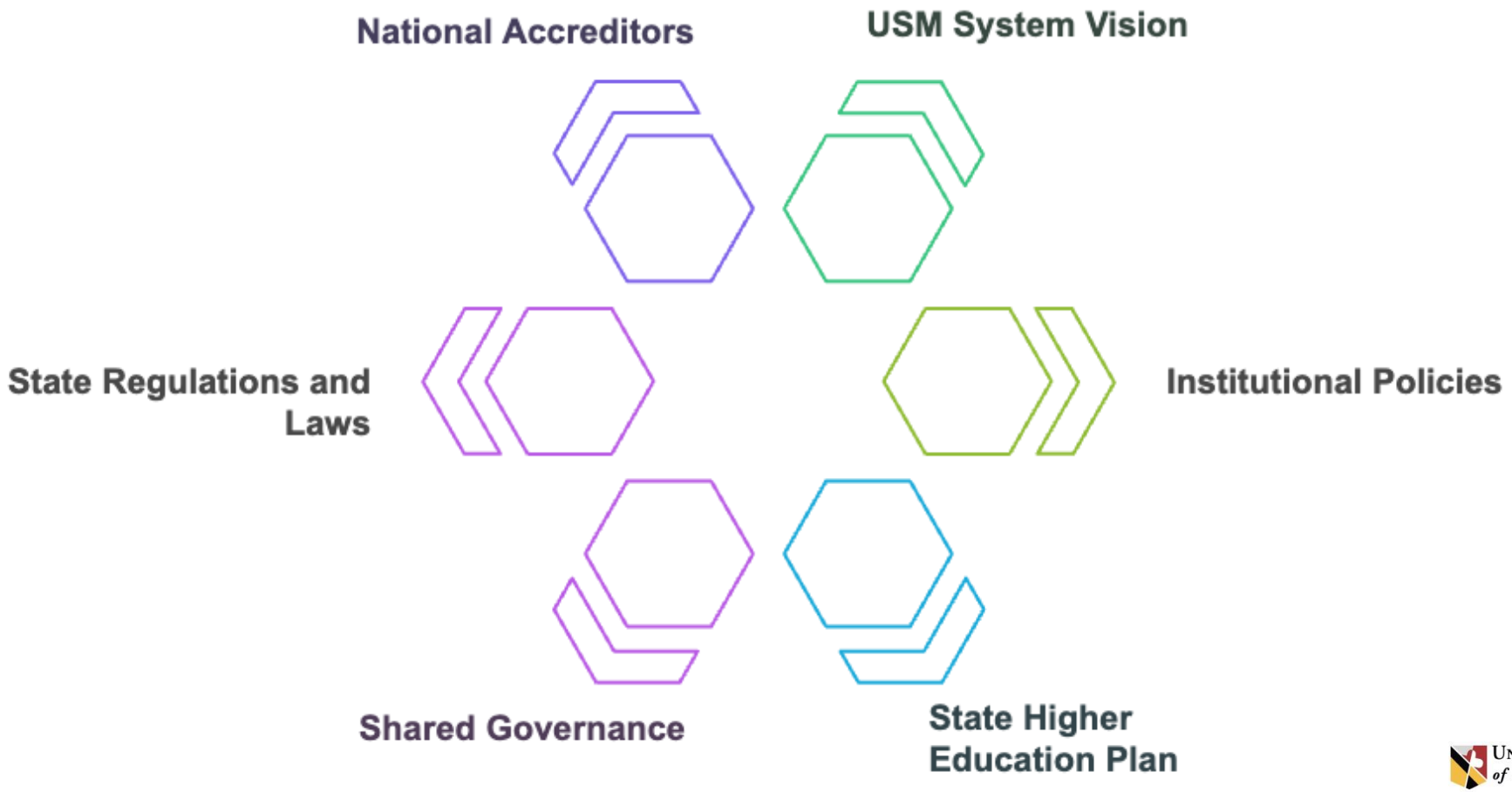
Regulatory and Structural Ecosystems



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Data Strategy Workgroup

Scope and Considerations

Scope:

- Strategy Only
- Within authority of the workgroup

Considerations

- Diversity and Complexity of Institutions
- Current Work of CECE group
- Alignment with MHEC State Plan
- Institutional demands, resources, infrastructure, data fatigue
- System-level infrastructure
- Fiscal constraints

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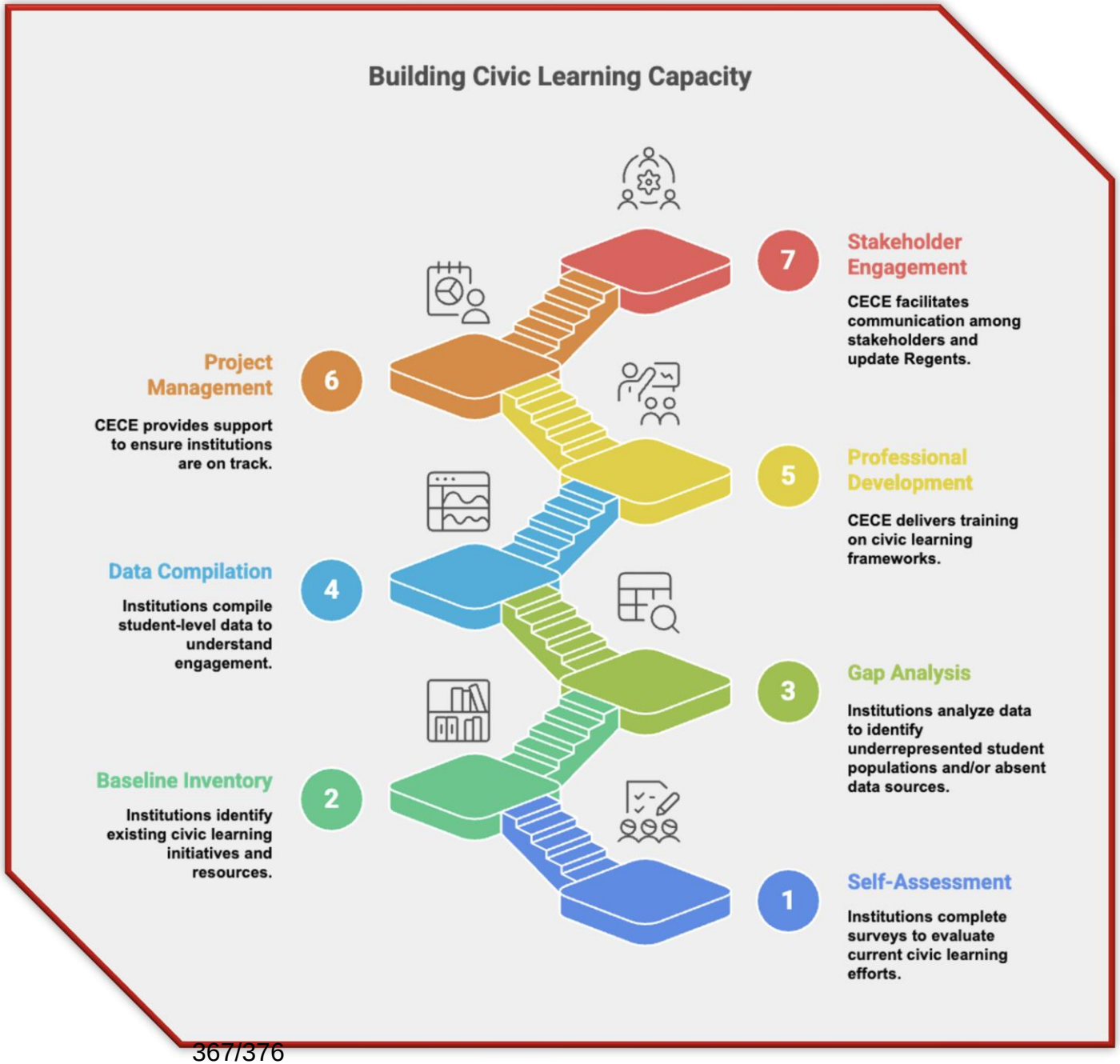
Three-Year Implementation

Year One



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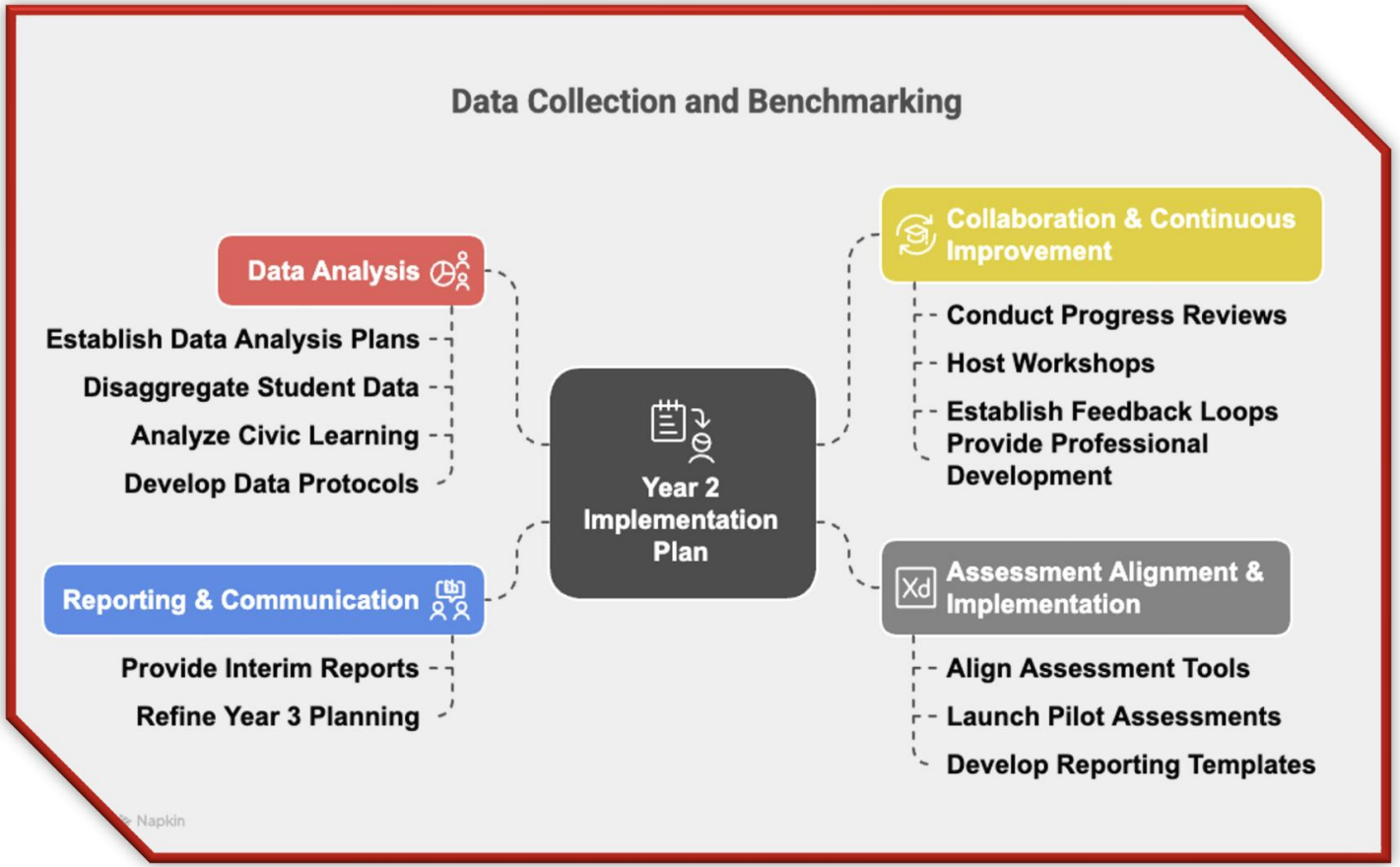
Year Two


Data Collection and Benchmarking
Data Analysis
Establish Data Analysis Plans
Disaggregate Student Data
Analyze Civic Learning
Develop Data Protocols
Reporting & Communication
Provide Interim Reports
Refine Year 3 Planning
Year 2 Implementation Plan
Collaboration & Continuous Improvement
Conduct Progress Reviews
Host Workshops
Establish Feedback Loops
Provide Professional Development
Assessment Alignment & Implementation
Align Assessment Tools
Launch Pilot Assessments
Develop Reporting Templates
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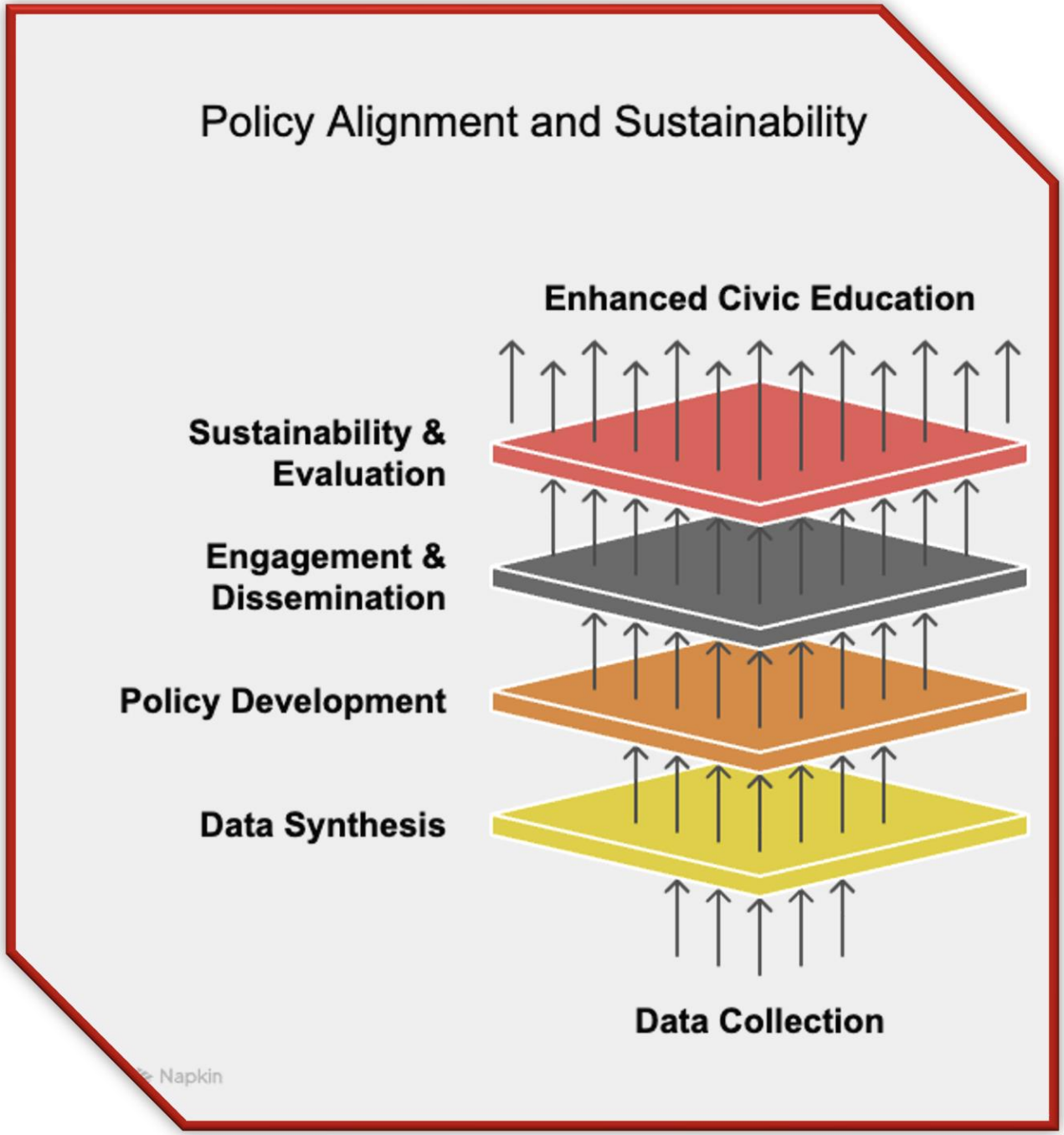
Year Three



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Thank you

Data Strategy Workgroup Members

Charles T. “Tom” McMillen

Dhruvak Mirani

Alison Wrynn, PhD

Jennifer Lynch, PhD

Chad Muntz

Dewayne Morgan

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Nicole Marano

Ralph Mueller, PhD

Lena Morreale Scott

Kalia Patricio, PhD

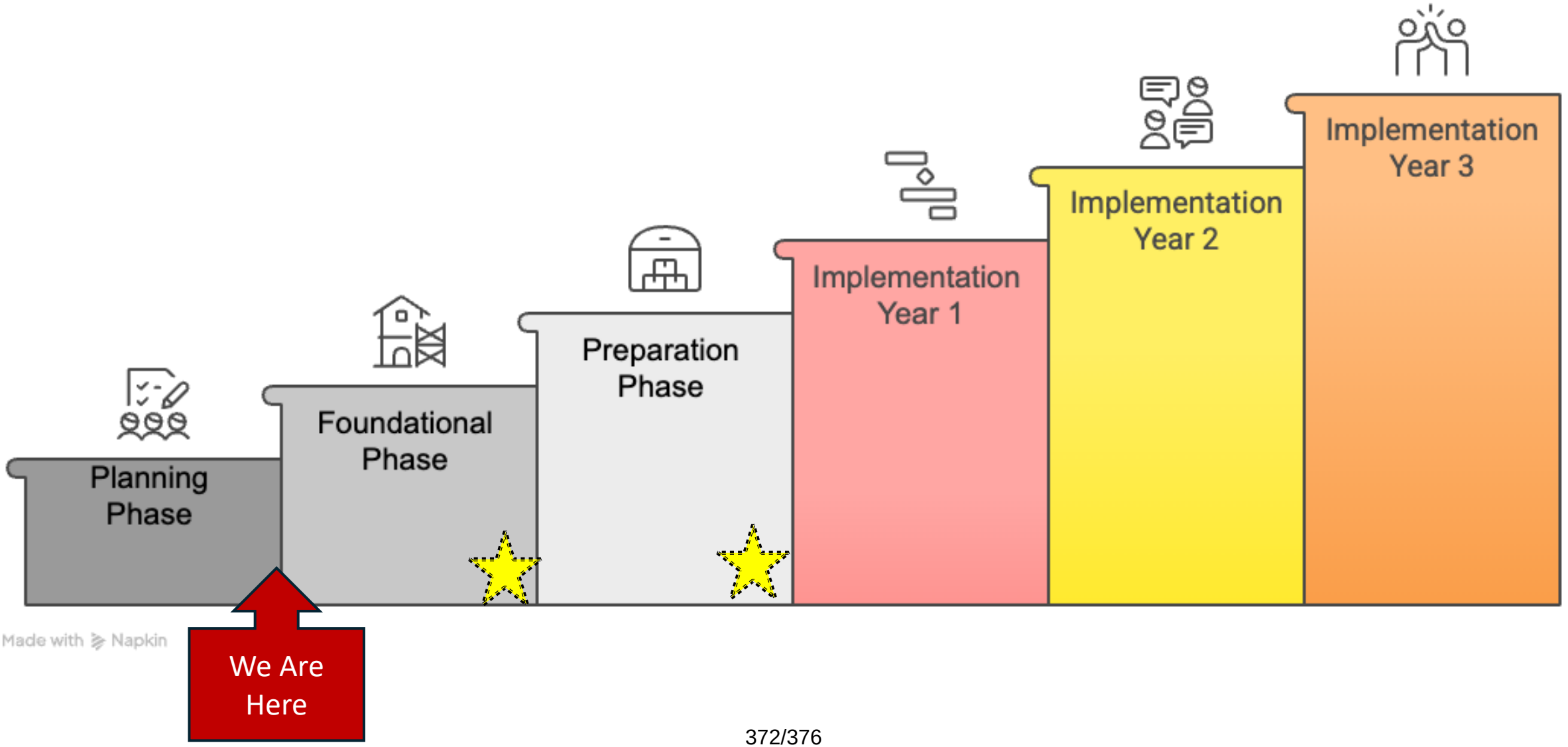
Alexander “Sandy” Pope, PhD

Robert Wright

Celebrating 250 Years

- National Commitment
- Maryland State Commitment--Maryland 250 Commission

Next Steps


Planning Phase
Foundational Phase
Preparation Phase
Implementation Year 1
Implementation Year 2
Implementation Year 3
We Are Here
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Thank You

Alison Wrynn, PhD
Senior Vice Chancellor
Academic and Student Affairs

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: September 19, 2025
Time: Approximately 11:30 a.m.
Location: Salisbury University

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [X] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [X] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[ ] Administrative Matters

TOPICS TO BE DISCUSSED:
1. Requests by institutions to name facilities after individuals;
2. The awarding of a contract for services for program management;

3. A discussion of the FY 2027 capital budget;
4. Update on the status of collective bargaining at USM institutions;
5. An individual personnel matter at an institution;
6. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
7. Meetings with two presidents as part of their performance reviews; and
8. Discussions with legal counsel about pending litigation, a legal matter pertaining to Board authority, potential legislation, and implications of recent federal actions.

REASON FOR CLOSING:

1. To maintain confidentiality of personal and personnel-related information concerning individuals who are proposed to have facilities named after them (§3-305(b)(1)(i) and (2).
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain the confidentiality (pursuant to executive privilege) of the proposed capital budget prior to the Governor's submission to the legislature (§3-305(b)(13)); and
4. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
5. To maintain confidentiality of discussions regarding an individual personnel matter (§3-305(b)(1));
6. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
7. To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8));