



BOARD OF REGENTS
University of Maryland Global Campus
October 31, 2025

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order

Chair Gooden

PUBLIC COMMENT

Educational Forum: The Big Ten and the USM: A Three Part Discussion

Welcome from the University of Maryland Global Campus

President Fowler

Chancellor's Report

Chancellor Perman

1. Report of Councils

Council of University System Faculty

Dr. King White

Council of University System Staff

Mr. Prouty

Council of University System Presidents

President Breaux

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 September 19, 2025, Public and Closed Sessions (action)

ii. **Approval of meeting minutes from Special Meetings, October 17, 2025, Public and Closed Sessions (action)**

b. Committee on Audit

i. **Review of BOR Charge Policies (action)**

ii. **FY 2026 Audit Committee Workplan (information)**

iii. **Completed Office of Legislative Audit Activity (information)**

iv. **Open Action Items from Prior Meetings (information)**

c. Committee on Education Policy & Student Life

i. **Approval of Meeting Minutes from October 17, 2025 Public Session (information)**

ii. **Program Proposals (action)**

1. **University of Maryland, College Park: M.S. in Marketing**

2. **University of Maryland, College Park: D.I.S. in Information Science Leadership and Community Engagement**

- iii. **Campus Safety Panel (information)**
 - iv. **Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026 (Information)**
 - d. **Committee on Finance***
 - i. **University System of Maryland: Amendment to the Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)**
 - ii. **Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)**
 - iii. **Towson University: Central Utility Plant Fire Restoration (action)**
 - iv. **University System of Maryland: Report on FY 2025 Procurement Contracts (information)**
 - e. **Committee on Governance & Compensation***
 - i. **Approval of Meeting Minutes from September 3, 2025, Public and Closed Sessions (information)**
 - f. **Committee on Research & Economic Development**
 - i. **Approval of Meeting Minutes (action)**
 - ii. **Sustainability Strategic Plan and Research (information)**
 - iii. **Climate Innovation Alliance (information)**
 - iv. **Venture Development and Innovation Collaborative Updates (information)**
 - v. **Momentum Fund Update (information)**
 - vi. **Research Update and Future Committee Priorities (information)**
 - vii. **Approval of Committee Charge (action)**
- 3. **Review of Items Removed from Consent Agenda**
- 4. **Committee Reports**
 - a. **Committee on Finance**
 - i. **Enrollment Update and FY 2026 Estimated FTE Report (information)** Regent Fish
 - b. **Committee of the Whole**
 - i. **Prison Education Initiative Update (information)** Regent Wood
 - ii. **Resolution of Appreciation for UMB Police & Public Safety (action)** Chair Gooden
 - iii. **Reaffirmation of the Board of Regents' Position against Illegal Discrimination (action)** Chair Gooden
- 5. **Reconvene to Closed Session (action)** Chair Gooden

** Agenda items are pending approval at the meetings of the Committee on Finance and Committee on Governance & Compensation*



COUNCIL *of* UNIVERSITY SYSTEM FACULTY

Regents Report October 31, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in September. The Tri-Council meeting is scheduled for November 20, 2025, with the final hour set aside for CUSF committee work and will be held at UMCP. The next CUSF General Body Meeting will be held in person at Coppin State University December 10, 2025.

CUSF Meetings

CUSF General Body Meeting: October 8, 2025

A Council on University System Faculty General Body Meeting was held on October 8, 2025. The meeting was held virtually via Zoom.

At the general body meeting, and after brief introductions, CUSF welcomed Sr. Vice Chancellor, Alison Wrynn, who opened the meeting with a report from the USM. She detailed changes made in the C7 policy and answered questions on the revisions. Though there was a general understanding that the decisions made were legal in nature, there was some concern from faculty about the word “incompetence” remaining in the final policy as they expressed that the term is vague and would prefer it be more clearly defined. In addition, there was a proposal for a faculty body to be a part of the deliberation around a tenured faculty facing termination that did not make it into the final policy. After the meeting CUSF members expressed to Chair King-White that they would like to request information from the Office of Attorney General about why certain changes to the policy were not included in the final version.

Kelsey Beckett, USM Chief of Staff and Director of Operations, USM Academic and Student Affairs reported on the changes to the Policy on Sex Discrimination and Title IX coordinators and provided a review of the September Board of Regents meeting, and systemwide meeting update that took place in June. Alison Wrynn then provided an account about ongoing concerns at USM regarding the impact of federal decisions on the system.

Chair King-White then delivered updates to the general body regarding scheduling and sent a link to register for the in-person Tri-Council meeting in November. King-White relayed that Coppin State had agreed to host an in-person CUSF meeting on December 10th, shared that he was working with student, staff, and USM leadership regarding USM Advocacy Day in February, and reviewed his experiences at the September BOR meeting at Salisbury. King-White also detailed how Vice Chair, Maida Finch, was working to organize the October 20th senate

chairs meeting at the USM office in downtown Baltimore, and that he was planning to attend the BOR retreat in College Park.

Member-at-large, Lorenda Naylor, shared that she officially became chair of the awards committee, and had already begun recruiting potential volunteers to fill out the team while following USM guidelines.

Reports were then delivered by the various committee chairs with further explanation about what each committee's charge is since there were still CUSF members who were attending their first meeting. The committees then broke out into individual meetings to set an agenda for the next month with more detailed updates and information below.

To conclude the general body meeting, Chancellor Jay Perman joined and delivered a brief State of the USM update, and left time for a few questions. In preparation for the meeting Chair King-White sent an email with a call for questions, collated them into themes, and relayed them to the Chancellor. Perman responded to each of the concerns expressed by faculty in kind. First, he relayed information about how they could expect him to react to allegations of plagiarism by the President of UMES that had appeared in the media, particularly as it pertains to how it reflects on the institution, and the Chancellor stated that he values consistency in leadership especially for HBCU institutions. King-White then raised a question about the Chancellor's perspective on faculty unionization and/or the presence of faculty on the BOR. Perman stated that shared governance, as is, seems to be working well, and that students are represented on the BOR because they pay into the system. The final question centered on whether USM was more focused on offering micro-credentials than developing long-term scholarship at the undergraduate and graduate level. Perman concluded by suggesting that there was room for both approaches to be supported. Faculty demonstrated appreciation for Chancellor Perman's continued presence and willingness to respond to the round of questioning. This exchange marked the end of the meeting.

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
- Mirosław 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 October 6, 2025. After brief introductions and approval of September minutes, Kelsey Beckett reported on the BOR meeting held in September at Salisbury. She detailed that there was an extensive Title IX presentation to be aligned with new federal regulations, ombud for students and that the section C7 committees work was reviewed by the Office of Attorney General. She further explained that Alison Wrynn would detail the process to the general body.

Ryan King-White provided his review of the September BOR meeting, detailing that he had to provide a report to the BOR, had inquired with Frostburg about the process for their current Presidential search, and that he needed a replacement for the December BOR meeting. Maida Finch could not make that meeting either, and Miroslaw Janowski agreed to serve in that role because his position was next in order on the ExCom.

Maida Finch outlined that she had been working with former Vice Chair, Tom Abrams, in organizing the October Senate Chairs meeting. She secured two guest speakers and the Chancellor for the event and asked for the rest of ExCom's support by attending the meeting to which we all agreed.

Alison Wrynn briefly joined to answer any questions ExCom had at that moment, and there were none. We concluded with ExCom members agreeing to attend various BOR subcommittee meetings in whichever fashion we are welcomed.

Awards Committee

Chairperson- Lorenda Naylor, University of Baltimore

Lorenda Naylor is officially serving as CUSF Awards Committee Chairperson. She will be joined by Renee Foose (Bowie State/comprehensive), Jamie Pierson (UMCES/research), Cherokee Layson-Wolf (UMB/research), Loretta Bayreh (Coppin State/HBCU). The awards committee roster now meets the guidelines for the selection of the deserving faculty. The team will review and make recommendations to the Board of Regents.

Education Policy Committee

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

Those of us who met during the last full CUSF session agreed that our top priorities for AY '25-'26 should be:

1. Revisions to the USM's guidance on workplace civility related to bullying ("USM bullying policy") which is expected to advance to the Board of Regents this academic year.
2. Bringing the faculty view to the USM's efforts to comply with federal and state requirements for the secure, ethical, and responsible use of artificial intelligence tools ("USM AI policy") in research, teaching, and learning on the 12 campuses by developing policy guidance on the instruction in and use of artificial intelligence tools by the System's students, staff, teaching faculty, researchers, and administrators.
3. Continuing to support the joint CUSF/Kirwan Center/Montgomery Online generative AI podcast ("AI podcast"), "AI, Unscripted," which is designed to help familiarize the state's higher education faculty with ways they could incorporate GAI into their curricula. The Kirwan Center also would like us to cosponsor another AI showcase ("AI Showcase") this spring like the three previous ones we have done.

4. Representing the faculty view in USM policy discussions about academic freedom ("Faculty Academic Freedoms") and institutional autonomy in our challenging political environment.

These issues would align with the Education Policy Committee's charge to focus on USM *policy and practice* issues related to the faculty's *teaching and learning activities* as it has in the past in pursuing revisions to the USM academic integrity policy, curriculum development, prison education programs, student learning outcomes, student evaluations of faculty, badges, certificates, and other credentials, workforce readiness, interprofessional education, and civics curricula.

As part of its work, the committee also regularly suggests meeting speakers to the chair. The System must abide by state rules on computing security for government employees, which I understand are being revised or clarified in USM policies as I write this. We think a speaker from the USM who could tell us what we should be emphasizing to our colleagues back on campus would be an excellent idea.

Faculty Affairs Committee

Chairperson- Doris Santamaria-Makang

1. *Diversity, Equity and Inclusion*: To continue the work on this topic, our first step will be to reach out to Dr. Alyson Wrynn, Kelsey Beckett, and the AG at USM for existing guidelines on a coordinating strategy they may have for Higher Education Institutions across the system. The broader idea is to use those guidelines as possible avenues to pursue this topic in light on new government regulations, and to illuminate the conversations of this committee as we try to identify the elements within this topic that we believe are the issue(s) affecting faculty and that we want to target as a priority for this committee. Ellen Schaefer-Salins will take the lead and reach out to the mentioned USM leaders to inform our next steps on this topic.
2. *Job Security/Job Protections for "Full time Non-Tenure Faculty across USM institutions*: Our first step on this matter is to reach out to the former CUSF-Legislative Affairs Committee to gain some updates as to the status of a resolution approved by CUSF and sent to Chancellor Perman (about two years ago - we believe). The intention of this resolution was to change the categorization of this faculty as a way to open the doors for future promotion in the academic ladder and clearly articulate the professional benefits aligned with changes in their academic titles. One of the immediate changes proposed by this resolution was to change the category from Full time Non-Tenure Faculty to Teaching Faculty. Besides the change on the title name, it is not clear how the job protections and job security for these faculty members have changed. There appears to be concerns for faculty on USM Campuses about their job security. Doris Santamaria-Makang will take the lead and reach out to the former Legislative Affairs Committee's Chair and request an update and information on the status of the implementations of this resolution across campuses.

3. *Campus Safety*: James (Jamie) Pierson and Doris Santamaria-Makang are working on finalizing the recommendations report on this matter based on the data they collected from the survey administered last year across USM campuses. The report will be circulated within the Faculty Concerns Committee for their own information and approval prior to being distributed to the main CUSF body.

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, to advocate for shared governance groups to be included in any pending cuts at the USM and institutional level, and developing CUSF responses to federal and state legislation.

Research Committee

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

The CUSF Research Committee is exploring strategies that involve next-gen technologies for strengthening the capacity for across USM transformative, high impact research. We are inspired by the early phase of the UMCES/UMBC-based cyber collaboratory, and hope both to learn from and to support this initiative. The goal is to provide opportunities for transdisciplinary research collaborations emerging in a vibrant community made possible by dramatic advances in AI and machine learning, as well as the maturation of platforms that enable virtual synchronous and asynchronous discussions. We are exploring the possibility of both in-person and remote panels with leaders from multiple research communities and AI innovators. With the advantages of cloud computing and expanded server capacity, we hope to benefit research efforts at individual USM institutions, which are faced with ever changing challenges.

Rules and Membership Committee

Chairperson- Adam Schneider (nominated but not yet accepted)

Since this committee has historically been underpopulated, they decided to see who would stick with it, and are looking to work on basic standard operating procedures that could be cleaned up around online meetings. They also aim to take a deeper look at the CUSF constitution and bylaws. In the spring they will work closely with Chair King-White and the Senate Chairs to make sure that an updated roster for the 2026-7AY is set as early as possible.

I look forward to updating you as we develop CUSF's priorities for the year and continue to work cooperatively with the USM and BOR.

Respectfully submitted,

Dr. Ryan King-White
CUSF Chair



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
October 31, 2025

The Council of University System Presidents has not convened since the last board meeting at Salisbury University last month. The next council meeting is scheduled for Monday, November 3, 2025. Although CUSP has not convened, the presidents continue to meet regularly regarding federal actions that may have implications for the University System of Maryland.

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs



USM Office
3300 Metzgerott Rd,
Adelphi, MD 20783

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

Good morning, Chair Gooden, Regents, Chancellor Perman, University Presidents, and System Office staff.

This month, the USMSC met for the first time on October 5th, 2025. This year, we adopted a new structure for our council meetings, dividing them between our Graduate Council and Undergraduate Council meetings. Our GSA representatives participated in a discussion where they shared their challenges. Common topics included: **VISA conflicts, international student support, and research funding cuts**. Our undergraduate council also had a meaningful discussion about the challenges they are experiencing. Common themes discussed included **international student support, affordable housing, transparency concerns, and parking**. On a positive note, the majority of our institution's SGAs and GSAs are seeing increased engagement and more assembly members.

Multiple students from across the system have reached out to the council's leadership via email regarding **divestment**. We informed all the groups/coalitions about the USM Foundations' "Sustainable Investing Inquiries and Process" and asked them to refer to it. In the coming weeks, I will meet with them, along with our Government Relations and Student Affairs Directors, to hear their concerns.

During the full council meeting, the Executive Board and our directors shared the progress on their initiatives. It reads as follows:

Executive Board

- Shared my report regarding last month's Board of Regents meeting.
- Gave the council more information regarding the upcoming Joint Council's Meeting.
- VP Princess and VP Harshal shared where their respective committees were with their goals.

Government Relations Directors

- Preparing to meet with key legislators before session and the USM Advocacy Day.
- Working on a memorandum for the Governor's Office so the Governor can join us for one of our Spring semester meetings.
- Assisting with advocacy day planning.

Student Affairs Directors

- Finalizing their planned leadership institute, which will be available for all USM students to participate in.
- Actively meeting with constituent groups to track their concerns across all campuses.

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs



USM Office
3300 Metzgerott Rd,
Adelphi, MD 20783

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

DEI Directors

- Finalizing their planned “Heritage Month” social media posts. They will be actively posting them on our social media.

Communications & Marketing Director

- Our director has started to publish images from USMSC Launch on our social media. We received high levels of engagement from it thus far!
- We will begin posting content summarizing the Board of Regents meetings and our council meetings, so students stay up to speed on what’s happening at USM.

Finally, the Vice Chancellor for Communications and Marketing, Michael Sandler, joined us during the general body meeting. He shared with the council information about the USM Legislative Campaign. He received great feedback from our representatives and generated significant interest, as many of them signed up for this campaign! Without a doubt, this campaign will be a success, and I look forward to hearing how our students share how their future is “Maryland’s future.”

I look forward to providing you with updates in the coming weeks!

Madam Chair, this concludes my report.

In service,

Jefferson Vasquez-Reyes
President

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 31, 2025

SUMMARY: The Board will take action to approve meeting minutes from the September 19, 2025 public and closed sessions, October 17, 2025, special meetings 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
Special Meeting - Zoom
October 17, 2025

AGENDA FOR PUBLIC SESSION

8:30 A.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 8:31 a.m. on Friday, October 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gonella, Leggett, Lewis, McMillen, Mirani, Smarick, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, Langrill, and Palkovitz; Vice President Oler, General Counsel Rossello, and Athletic Director Smith.

I. 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)(7) and (13)). (Moved by Regent Fish, seconded by Regent Gonella; unanimously approved.)

Meeting adjourned at 8:32 a.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS
Special Meeting – Zoom
October 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 8:33 a.m. on Friday, October 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gonella, Gourdine, Hasan, Hur, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, Langrill, and Palkovitz; Vice President Oler, General Counsel Rossello, and Athletic Director Smith.

1. Consult with Legal Counsel on an Athletics-related Contract Under Consideration (information)

The Board sought legal advice of counsel on the Board's role in the Big Ten Enterprise contract being considered by University of Maryland, College Park. (§3-305(b)(7) and (13)).

The meeting adjourned at 9:31 a.m.



**BOARD OF REGENTS
Special Meeting - Zoom
October 17, 2025**

AGENDA FOR PUBLIC SESSION

4:00 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 4:00 p.m. on Friday, October 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents, Fish, Gonella, Gourdine, Hasan, Lewis, Mirani, Speaks, Stebbins, and Wood; Senior Vice Chancellors Herbst; Vice Chancellors Lawrence, Masucci, Minor, Mosca, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, and Palkovitz; President Pines, Vice President Oler, General Counsel Rossello, and Athletic Director Smith.

I. 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)(7) and (13)). (Moved by Regent Wood, seconded by Regent Lewis; unanimously approved.)

Meeting adjourned at 4:03 p.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS
Special Meeting - Zoom
October 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 4:04 p.m. on Friday, October 17, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents, Blount, Fish, Gonella, Gourdine, Hasan, Lewis, Mirani, Speaks, Stebbins, and Wood; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, Mosca, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; and AAGs Bainbridge, Boyle, and Palkovitz; President Pines, Vice President Oler, General Counsel Rossello, and Athletic Director Smith.

1. Consult with Legal Counsel on an Athletics-related Contract Under Consideration (information)

The Board sought legal advice of counsel on the Board's role in the Big Ten Enterprise contract being considered by University of Maryland, College Park. (§3-305(b)(7) and (13)).

The meeting adjourned at 4:54 p.m.

TOPIC: Review of BOR Charge Policies (action)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: October 10, 2025

SUMMARY: Attached are BOR Policies/Bylaws that pertain to the Board of Regents (BOR) Committee on Audit's charge. These are:

1. Committee on Audit Charter (Attachment A). Last revised November 13, 2020. No modifications are currently recommended.
2. The Board of Regents Bylaws Section 3. Last revised November 22, 2019. Committee on Audit (Attachment B). No modifications are currently recommended.

Procedures for Review of USM BOR Bylaws and Policy

BYLAWS:

3. The Committee on Organization and Compensation should review BOR bylaws on a 4-year cycle.
4. **Each BOR committee should conduct an annual review of their committee charge at the beginning of each fiscal year.**

BOR POLICIES:

5. All BOR policies should be reviewed on a 4-year cycle.
6. Each policy should be assigned to a BOR committee(s); assigned policies should be relevant to the committee's mission.
7. USM staff will assist BOR committees in developing a detailed 4-year policy review schedule that considers policies that are high priority and identifies policies that are primarily technical or administrative in nature or dictated by external requirements. (Attachment C).
8. Policy reviews should include an update of policies, as needed, as well as the elimination of unneeded policies and/or merger of policies.
9. Policies may be reviewed out of cycle if problems arise with the policy implementation or to implement best practices.
10. Each BOR committee should report annually at the end of each fiscal year to the BOR on the policies reviewed during the past 12 months.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION:

The Audit Committee recommends that the Board of Regents approve the BOR Policies/Bylaws that pertain to the Committee on Audit's charge.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: David Mosca (443) 367-0035

University System of Maryland
Board of Regents Audit Committee
Audit Committee Charter
Established June 2006 and Last Revised – November 13, 2020

PURPOSE

To assist the Board of Regents in fulfilling its responsibilities for overseeing the adequacy of and compliance with the internal controls, BOR Policies, risk management practices, investigative activity, governance processes, and to oversee the sufficiency and appropriateness of the financial reporting of the University System of Maryland.

AUTHORITY

The Audit Committee (Committee) is granted the authority to investigate any activity of the USM, and all employees are directed to cooperate as requested by the Committee Chair or Committee of the Whole. The Committee, with the approval of the Board, is empowered to retain persons having special competence as necessary to assist the Committee in fulfilling its responsibility. It is empowered to:

- Appoint, compensate and oversee the work of the Director of Internal Audit and the public accounting firm employed by the organization to conduct the annual audit. This firm and the Director of Internal Audit will report directly to the Audit Committee.
- Resolve any disagreements between management and the auditor regarding financial reporting.
- Retain independent accountants or other qualified professionals to advise the Committee or assist in the conduct of an investigation.
- Seek any information it requires from employees--all of whom are directed to cooperate with the committee's requests--or external parties.
- Meet with USM officers, external auditors or outside counsel, as necessary.
- The committee may delegate authority to subcommittees, providing that decisions are presented to the full Committee at its next scheduled meeting.
- Review and approve the yearly internal audit plan and oversee the effectiveness of the internal audit function.

COMPOSITION

The Audit Committee shall comprise not less than 5 or more than 7 members. The majority of the members must be knowledgeable about financial matters and have financial literacy as a whole. The Chairman of the Board of Regents shall appoint the members of the Audit Committee, and select the Audit Committee's Chair, to serve one-year terms. A majority of members of the committee shall constitute a quorum.

MEETINGS

The Audit Committee is to meet at least four times each year, and as many more times as it deems necessary. All Committee members are expected to attend each meeting. As necessary or desirable, the Committee Chair may request that members of management and the representatives of the independent auditor or other advisors be present at meetings of the Committee.

RESPONSIBILITIES:

1. The Committee on Audit shall render advice and assistance to the Board of Regents in fulfilling its fiduciary responsibilities for overseeing the adequacy of and compliance with the internal controls, BOR Policies, risk management practices, investigative activity, governance processes, and to oversee the sufficiency and appropriateness of the financial reporting of the University System of Maryland.
2. This Committee shall review independent audit proposals including the scope of examination, services to be provided, reports to be rendered and fees to be charged, recommend to the Board the selection and scope of work of the independent external auditor of the University System of Maryland, review findings received there from and provide the Board with appropriate reports.
3. This Committee shall review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.
4. This Committee shall review and recommend to the Board the scope of the internal audit function. The Committee shall review the Charter of the Office of Internal Audit, its annual plan of work, its reports and administrative actions taken regarding its recommendations, and its annual report of significant audit items, and shall provide the Board with appropriate reports on the activities of that office. The Committee shall review the performance of the Director of Internal Audit and monitor the effectiveness of the internal audit function.
5. In fulfillment of these responsibilities this Committee shall foster direct communications with the external auditors on an annual basis or as otherwise deemed appropriate, and shall assure direct access from the Office of the Internal Audit, including meeting privately, at least on an annual basis, with the Director of Internal Audit.
6. This Committee shall monitor the Board's observance of the State Ethics Code as it pertains to possible conflict of interest with matters of the University System of Maryland.

7. This Committee shall assist the Board in fulfilling its responsibility to comply with Md. Education Code Ann. Section 12-104(p) review of annual financial disclosure statements—The Board of Regents shall review the annual financial disclosure statements filed by the Chancellor and the presidents of each constituent institution in accordance with Section 5-607 of the General Provisions Article.
8. The Committee shall review the annual financial disclosure statements filed by the members of the Board of Regents in accordance with Section 5-607 of the General Provisions Article.
9. The Committee shall render advice and assistance to the Board of Regents in fulfilling its responsibilities for overseeing the sufficiency and adequacy of Enterprise Risk Management of the University System of Maryland as defined in BOR Policy - VIII-20.00 Policy on Enterprise Risk Management.

Board of Regents Bylaws

Article X Section 3. Committee on Audit. (Last Revised November 22, 2019)

A. The Committee on Audit shall have the following duties:

1. The Committee on Audit shall render advice and assistance to the Board of Regents in fulfilling its fiduciary responsibilities for overseeing adequacy of and compliance with the internal controls of the University System of Maryland and the sufficiency and appropriateness of its financial reporting.
2. This Committee shall review independent audit proposals including the scope of examination, services to be provided, reports to be rendered and fees to be charged, recommend to the Board the selection and scope of work of the independent external auditor of the University System of Maryland, review findings received there from and provide the Board with appropriate reports.
3. This Committee shall review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.
4. This Committee shall review and recommend to the Board the scope of the internal audit function. The Committee shall review the Charter of the Office of Internal Audit, its annual plan of work, its reports and administrative actions taken regarding its recommendations, and its annual report of significant audit items, and shall provide the Board with appropriate reports on the activities of that office.
5. In fulfillment of these responsibilities this Committee shall foster direct communications with the external auditors on an annual basis or as otherwise deemed appropriate, and shall assure direct access from the Office of the Internal Auditor, including meeting privately, at least on an annual basis, with the Director of Internal Audit.
6. This Committee shall monitor the Board's observance of the State Ethics Code as it pertains to possible conflict of interest with matters of the University System of Maryland.
7. This Committee shall assist the Board in fulfilling its responsibility to comply with Md. Education Code Ann. Section 12-1-4(p) review of annual financial disclosure statements—
The Board of Regents shall review the annual financial disclosure statements filed by the Chancellor and the presidents of each constituent institution in accordance with Section 5-607 of the General Provisions Article.
8. The Committee shall review the annual financial disclosure statements filed by the members of the Board of Regents in accordance with Section 5-607 of the General Provisions Article.
9. The Committee shall render advice and assistance to the Board of Regents in fulfilling its responsibilities for overseeing the sufficiency and adequacy of Enterprise Risk Management of the University System of Maryland as defined in BOR Policy - VIII-20.00 Policy on Enterprise Risk Management.

USM BOR Policy Review Schedule
 Committee on Audit
 October 10, 2025

Policy Number	Policy Name	Last Updated	Last Reviewed	Next Committee Review Date
1-7.00	Policy on Public Ethics of Members of the Board of Regents	Aug-99	Dec-22	FY 2027
VIII-7.10	Policy on Reporting Suspected or Known Fiscal Irregularities	Jun-17	Oct-25	FY 2027
VIII-7.11	Policy on the Communication of Suspected Fraud, Unethical and Illegal Business Activity	Apr-25	Mar-25	FY 2029
VIII-7.20	Policy on External Audits	Jun-18	Apr-24	FY 2028
VIII-7.30	Policy on Responses to Legislative Audits	Jun-18	Apr-24	FY 2028
VIII-7.50	USM Office of Internal Audit Charter	Apr-22	Mar-22	FY 2027
VIII-20.00	Policy on Enterprise Risk Management	Oct-19	Oct-19	FY 2026
VIII-21.00	Policy on Crisis Management	Oct-19	Oct-19	FY 2026
VI-1.50	Policy on the Reporting of Suspected Child Abuse and Neglect	Dec-11	Oct-25	FY 2025
Charter	Committee On Audit	Oct-21	Oct-24	FY 2025
Bylaws	Committee On Audit	Oct-19	Oct-24	FY 2025

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: FY 2026 Audit Committee Work Plan (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: October 10, 2025

SUMMARY:

Attached is a schedule of the Audit Committee's FY 2026 work plan. The objectives of the work plan are to assist the Audit Committee in fulfilling the requirements of its Charter and Bylaws. The schedule also identifies which objectives will be addressed at each of the four Audit Committee meetings scheduled throughout the year.

As new risks emerge, additions or modifications to the work plan will be made as needed

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: David Mosca (443) 367-0035

**USM BOR Audit Committee
Annual Work Plan
FY 2026**

Objective		When Performed Audit Committee Meetings					
		Oct	Dec	Mar	June	As Needed	Completed
Authority							
1	The Committee, with the approval of the Board, is empowered to retain outside counsel or persons having special competence as necessary to assist the Committee in fulfilling its responsibility.					x	
2	Resolve any disagreements between the independent auditor and management.					x	
Composition of Committee Members							
3	The Audit Committee shall comprise not less than 5 or more than 7 members. The majority of the members must be knowledgeable about financial matters.	x					
Meetings							
4	Meet at least 4 times per year.	x	x	x	x		
Responsibilities							
Internal Audit							
5	Review with the Vice Chancellor for Accountability progress of completing the annual plan of activity.	x	x	x	x		
6	Review and approve internal audit's annual plan of activity.		x				
7	Ensure that there are no unjustified restrictions or limitations on the internal audit department.	x	x	x	x		
8	Review the effectiveness of the internal audit function.				x		
9	Meet separately with the Vice Chancellor for Accountability to discuss any matters that the committee or the VC believes should be discussed privately.	x	x	x	x		
Independent Auditor							
10	Review the external auditors' proposed audit scope and approach.				x		
11	Review significant accounting and reporting issues and understand their impact on the financial statements.		x				
12	Review with management and the external auditors the results of the audit, including any difficulties encountered.		x				
13	Discuss the annual audited financial statements with management and the external auditors.		x				
14	Review and discuss the results of enrolment testing agreed upon procedures.				x		
15	Review and discuss the results of Single Audit.			x			
16	Discuss the scope of external auditors' review of internal controls over financial reporting.		x				

**USM BOR Audit Committee
Annual Work Plan
FY 2026**

Objective		When Performed Audit Committee Meetings					
		Oct	Dec	Mar	June	As Needed	Completed
17	Review the performance of the external auditors, and exercise final approval on the appointment or discharge of the auditors.					x	
18	Meet separately with the external auditors to discuss any matters that the committee or auditors believe should be discussed privately.	x	x	x	x		
	Financial Reporting						
19	Review FYE Consolidated Financial Statements		x				
20	Review FYE Financial Dashboard Indicators		x				
21	Review 12/31/25 six month Financial Statements			x			
	Other						
22	Regularly report to the Board of Regents about Committee activities.	x	x	x	x		
23	Confirm annually that all responsibilities outlined in the committee's charter have been carried out.				x		
24	Discuss with the Attorney General or representative, the status of legal matters that may have a significant impact on USM institution's financial statements.	x	x	x	x		
25	Review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.	x	x	x	x		
26	Review policies pertaining to Audit Committee	x	x				
27	Monitor the Board's observance of the State Ethics Code as it pertains to possible conflict of interest with matters of the University System of Maryland					x	
28	Update Regarding ERM and Crisis Management		x		x	x	
29	Receive updates of Cybersecurity environment and emerging risks.	x	x	x	x		
30	Review Presidents, Chancellor and Board of Regents annual financial disclosure forms. This is to comply with Md. Education Code Ann. §12-104(p).				x		
31	Review analysis of Office of Legislative Audit Findings	x			x		

TOPIC: Completed Office of Legislative Audit Activity (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: October 10, 2025

SUMMARY:

Since the Committee's June 2025 meeting, the Office of Legislative Audits (OLA) has issued audit reports on:

- University of Maryland, College Park (Summarized in Attachment A)

<https://ola.maryland.gov/Search/Report?keyword=&agencyId=5a8ac903cc9d721804e011b6&dateFrom=&dateTo=>

- University of Maryland, Baltimore (Summarized in Attachment B)

<https://ola.maryland.gov/Search/Report?keyword=&agencyId=5a8ac903cc9d721804e011b4&dateFrom=&dateTo=>

- University of Baltimore (Summarized in Attachment C)

<https://ola.maryland.gov/Search/Report?keyword=&agencyId=5a8ac903cc9d721804e011b0&dateFrom=&dateTo=>

Attachment D is a systemwide summary of audit findings in OLA's most recent reports for each institution.

There are no active OLA Audits of USM institutions.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: David Mosca (443) 367-0035

Summary Analysis of Report Findings in OLA's Audit of UMCP

The Office of Legislative Audits (OLA) issued its final report for its audit of UMCP in June 2025. OLA reports seven findings. The three Cybersecurity findings are fully redacted. One finding is classified as repeated from their prior report issued in 2022.

The reported findings are summarized as follows:

Finding 1: Corporate Purchasing Cards (PCards)

OLA States that UMCP did not consolidate procurements of certain purchases, which circumvented oversight and transparency requirements. OLA also notes instances where cardholder transaction logs were not reviewed and approved in a timely manner.

Finding 2: Cybersecurity Related Finding (Redacted)

Finding 3: Cybersecurity Related Finding (Redacted)

Finding 4: Cybersecurity Related Finding (Redacted)

Finding 5: Research Grants and Contracts

OLA states that UMCP policy and procedures did not require written justification when a non-competitive process was used to select individuals and entities to work on research grants.

Finding 6: Research Grants and Contracts

OLA states that UMCP did not ensure that amounts invoiced by individuals and entities working on research grants were proper and in accordance with the grant agreement. UMCP disagrees that this is a requirement.

Finding 7: Payroll (Repeat)

OLA states that timesheets were not always signed by employees and approved by supervisory personnel as required by USM policy.

OLA notes that from January 2021 through January 2024, there were 6,073 instances related to 1,112 employees for timesheets with no employee signature and documented supervisory approval.

Summary Analysis of Report Findings in OLA's Audit of UMB

The Office of Legislative Audits (OLA) issued its final report for its audit of UMB in August 2025. OLA reports five findings. There were no Cybersecurity findings reported, and one finding is classified as repeated from OLA's prior report issued in 2023.

The reported findings are summarized as follows:

Finding 1: Research Grants and Contracts

OLA states that UMCP policy and procedures did not require written justification when a non-competitive process was used to select individuals and entities to work on research grants.

Finding 2: Research Grants and Contracts

OLA states that UMB did not have adequate procedures and controls to mitigate potential conflicts of interest on research grants.

Finding 3: Research Grants and Contracts

OLA states that UMB did not ensure that amounts invoiced by individuals and entities working on the research grants were proper and in accordance with the grant agreement. Support documentation in these conditions should be improved.

Finding 4: Research Grants and Contracts

OLA states that UMB did not refer certain delinquent grant receivable balances to the State's Central Collection Unit as required.

Finding 5: Procurements and Disbursements

OLA states that UMB did not ensure its use of contracts procured by other entities was in the best interest of UMB and did not ensure the propriety of amounts invoiced.

Summary Analysis of Report Findings in OLA's Audit of UBalt

The Office of Legislative Audits (OLA) issued its final report for its audit of UBalt in September 2025. OLA reports six findings. Two of the findings are Cybersecurity related and are fully redacted. Two findings are classified as repeated from OLA's prior report issued in 2021.

The reported findings are summarized as follows:

Finding 1: Cybersecurity Related (redacted).

Finding 2: Cybersecurity Related (redacted).

Finding 3: Student Accounts Receivable (repeat)

OLA states that UBalt did not review student accounts placed in pending payment status and did not restrict the ability to remove holds on student accounts. As a result, students with outstanding balances may have been improperly allowed to register for classes contrary to USM policy.

Finding 4: Student Accounts Receivable

Ola states that UBalt did not independently review changes made to student residency status to ensure the change was proper and supported.

Finding 5: Payroll (repeat)

OLA states that UBalt did not use available system output reports of leave adjustments to ensure that adjustments were proper and subject to independent supervisory review.

Finding 6: Cash Receipts

OLA states that UBalt did not restrictively endorse and record certain collections upon receipt and did not always deposit collections timely.

USM Summary of Audit Findings per Office of Legislative Audits As of 9/15/25	OLA Report Issued:														
	4/17/2025	11/6/2023	9/11/2024	3/5/2024	3/22/2024	9/3/2025	8/19/2025	10/11/2024	2/5/2024	6/6/2025	12/15/2022	8/20/2024	9/11/2024		
	BSU	CSU	FSU	SU	TU	Uball	UMB	UMBC	UMCES	UMCP	UMES	UMGC	USMO	Total	
Fiscal Compliance															
Business Initiatives/Relationships	-	-	-	-	-	-	-	-	-	-	-	1.00	-	1.00	
Cash	-	1.00	1.00	-	-	1.00	-	-	-	-	-	1.00	1.00	5.00	
Center and Institutes	-	-	-	-	-	-	-	-	-	-	-	-	1.00	1.00	
Conflict of Interest	-	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00	
Corporate Purchasing Cards	-	-	-	-	-	-	-	-	-	1.00	-	-	-	1.00	
Financial Account Reconciliations	-	-	-	-	-	-	-	-	-	-	1.00	-	-	1.00	
Financial Aid Adjustments	-	-	0.50	-	-	-	-	-	-	-	-	-	1.00	1.50	
Financial Aid Awards Without Written Eligibility Criteria	-	2.00	-	-	-	-	-	-	-	-	-	-	-	2.00	
Food Services Contract	-	-	-	-	-	-	-	-	-	-	1.00	-	-	1.00	
Grants Accounts Receivable	-	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00	
Payroll	-	-	1.00	-	-	1.00	-	1.00	-	1.00	-	-	-	4.00	
Procurement / Contract Monitoring	-	1.00	3.00	-	-	-	1.00	-	-	-	-	4.00	1.00	10.00	
Research Grants and Contracts	-	-	-	-	-	-	2.00	-	-	2.00	-	-	-	4.00	
Student Accounts Receivable	1.00	-	0.50	-	-	1.00	-	-	-	-	0.50	-	-	3.00	
Student Residency Verification	-	1.00	1.00	-	-	1.00	-	-	-	-	0.50	1.00	-	4.50	
IT Areas															
Redacted 1	-	-	-	1.00	-	-	-	-	-	-	-	-	-	1.00	
Redacted 2	1.00	-	-	-	1.00	1.00	-	1.00	-	1.00	2.00	-	-	7.00	
Redacted 3	1.00	-	-	1.00	-	1.00	-	-	-	1.00	1.00	-	2.00	7.00	
Redacted 4	-	-	-	-	-	-	-	-	-	1.00	-	-	-	1.00	
Total number of findings per OLA Audit report	3.00	5.00	7.00	2.00	1.00	6.00	5.00	2.00	-	7.00	6.00	7.00	6.00	57.00	
														57.00	

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Open Action Items from Prior Meetings (information)

COMMITTEE: Committee on Audit

DATE OF COMMITTEE MEETING: October 10, 2025

SUMMARY:

Review of the USM Policy on conducting criminal background checks for new employees (Policy – Attachment B). General aspects of the policy include:

1. Mandatory Criminal Background Checks:
 - Employment in a program involving minors.
 - Employment in programs serving adult dependent populations.
 - Employment in the transportation of hazardous materials
2. Permissive Criminal Background Checks for any employee. Examples:
 - Contact with minors.
 - Financial responsibilities.
 - Access to controlled substances.
 - Access to hazardous materials.
 - Other sensitive job duties.

There are exceptions to hiring individuals with a criminal background history given the nature of the crime and job conditions.

Attachment A: Register of Open Action Items from Prior Audit Committee Meetings.

ALTERNATIVE(S): none

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: none

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: David Mosca (443) 367-0035

USM Board of Regents
 Action Items From Prior Audit Committee Meetings
 10-Oct-25

Action Item Status

From June 2025 Audit Committee Meeting

1.	Review USM Policy on conducting background checks for new employees.	Included in October 2025 Audit Committee meeting.
2.	Suggestion that a centralized system be created to capture various incidents related to campus safety, cybersecurity, etc. the data can then be reviewed to identify trends so you can make a decision where investment should be made to minimize those incidents that are happening.	To Be taken back to the Universities ERM Group. In process.
3.	Request that next year's ERM report provide an update as to how the institutions are handling privacy (PII) issues.	In Process.

From March 2025 Audit Committee Meeting

1.	Monitor BSU's student accounts receivables.	Ongoing.
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From June 2024 Audit Committee Meeting

1.	Monitor Progress of UMGC's OLA audit results.	Update provided at October 2024, December 2024 and June 2025 Audit Committee meetings. Ongoing.
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From April 2024 Audit Committee Meeting

1.	Invite Mandiant to make a presentation to audit committee at a future meeting. Include discussion regarding vulnerability trends.	In process.
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Note: Action items concluded prior to the June 2024 BOR Audit Committee meeting are not included in this schedule.

USM Bylaws, Policies and Procedures of the Board of Regents

VII – 1.15 - POLICY ON CRIMINAL BACKGROUND CHECKS FOR FACULTY AND STAFF EMPLOYEES

(Approved by the Board of Regents, April 15, 2016)

I. PURPOSE AND SCOPE

- A. Purpose: To establish minimum standards for the appropriate acquisition and use of criminal background records in order to support safe and secure campus environments.
- B. Scope: Applies to all regular and contractual faculty and regular and contingent staff, student employees (including students in federal and other work-study programs), and applicants for employment.

II. DEFINITIONS

- A. Commercial Criminal Background Check: A criminal background check completed by a commercial entity through a review of publicly available law enforcement, court and other records, including international records as appropriate. A commercial criminal background check typically is based upon identifying information regarding the individual, but does not utilize fingerprints.
- B. Criminal Justice Information System (CJIS) Record History: A criminal background check completed by the Maryland Department of Public Safety and Correctional Services of all criminal history information regarding an individual maintained by the CJIS Central Repository, consistent with the requirements of the Maryland Annotated Code (Md. Code Ann.), Criminal Procedure Article, Sections 10-201 et seq. A CJIS record history is based upon national and state criminal history records and uses an individual's fingerprints and other identifying information.
- C. Minor: An individual under the age of 18.
- D. Permissive Criminal Background Check: A commercial criminal background check or CJIS Record History that is not required by law, but is permitted at an institution's discretion.
- E. Program Involving Minors: For the purposes of this policy, a program or event hosted by or closely associated with the institution in which:
 - 1. The program's purpose is to provide benefit, service or activity to or for minors;
 - 2. Institution personnel have significant roles or regular contact with minors; and
 - 3. Not including spontaneous gatherings, single social events or academic courses open to and attended by both minors and adults.

III. ACQUISITION OF CRIMINAL BACKGROUND RECORDS

- A. **Mandatory Criminal Background Checks.** Under state and federal law, institutions are required to obtain and review pre-employment CJIS criminal background checks for their employees under the following circumstances:
1. **Certain Programs Involving Minors.** Institutions must require pre-employment CJIS Record History checks of employees of certain programs involving minors operated by the institutions, as required by Md. Code Ann., Family Law, Section 5-561, including, but not limited to:
 - a. Child care centers;
 - b. Public primary and secondary school programs;
 - c. Recreation centers or programs primarily serving minors; and
 - d. Day or residential camps, as defined in COMAR Title 10, Subtitle 16, primarily serving minors.
 2. **Other Activities Requiring Background Checks for Institution Employees.** In addition to the programs described in Section III.A.1, above, institutions are required to obtain and review pre-employment CJIS Record History checks for certain individuals employed in the following circumstances:
 - a. **Programs Serving Adult Dependent Populations.** Under federal and state law (42 U.S.C.A. Section 12645(g) and Md. Code Ann., Health-General, Section 19-902), a CJIS Record History check is required for employees who work in adult dependent care programs. Examples include programs serving the elderly and dependent adults and adult dependent individuals with disabilities.
 - b. **Employment in the Transportation of Hazardous Materials.** CJIS Record History checks are required for all employees who have a commercial driver's license with a State-issued hazardous materials endorsement, consistent with federal and state law, including 49 U.S.C.A. Section 5103a and Md. Code Ann., Transp. Article, Section 16-815.
- B. **Permissive Criminal Background Checks**
1. In addition to the circumstances under which an institution must obtain and review a criminal background check, described in section III.A, above, institutions also have the discretion to require background checks of other employees, applicants, and institution volunteers.
 2. Each institution shall have standards and processes for guiding the acquisition of permissive criminal background checks.
 3. An institution may elect to obtain criminal background checks with respect to any position. Examples include:
 - a. Employees in facilities and programs other than those for which such background checks are mandatory, if the employee's duties involve contact with minors,

- b. Institution volunteers who have access to minors in institution activities and programs, and
- c. Employees with:
 - i. Financial responsibilities, including access to cash and authority to expend institution resources;
 - ii. Access to controlled substances; or
 - iii. Other sensitive job duties.
- 4. Prohibited Actions. An institution may not inquire into the criminal background of an applicant for employment until after the institution provides the applicant an opportunity for an interview. Md. Code Ann., State Personnel and Pensions Article, Section 2-203.

IV. PROPER USE OF CRIMINAL BACKGROUND CHECKS

- A. Criminal Background Check Considerations. An institution's use of background checks in making employment decisions must be tailored to meet legitimate business needs, taking into consideration at least:
 - 1. The nature and extent of the employee's past criminal activities;
 - 2. The time elapsed since the activities took place; and
 - 3. The nature, duties and functions of the job.
- B. Nondiscrimination. The use of criminal background checks in an institution's employment decisions must be impartial, with no difference in their acquisition or use based on race, sex, religion, ethnicity, sexual orientation, gender identity, or other factors that might promote or imply discriminatory practice.
 - 1. Even a neutral policy or practice regarding background checks that has the potential to have a disparate impact on a class of individuals must be:
 - a. Related to specific job duties, and
 - b. Consistent with business necessity.
 - 2. No employee may be excluded from employment based upon generalized institution policies or practices regarding the use of criminal background checks without an individual assessment that includes the factors described in this section.
- C. Arrest Records. An institution may not deny employment to an applicant based solely on a record of arrest in the absence of a conviction, other criminal penalty or substantiation of facts underlying the arrest which relate to the applicant's fitness to perform the duties of the job.

D. Commercial Background Checks. If an institution denies employment based upon background check information provided by a commercial vendor that qualifies as a Consumer Reporting Agency (CRA) under the federal Fair Credit Reporting Act, the institution shall:

1. Notify the applicant/employee in writing, and
2. Provide the applicant/ employee with a copy of the FCRA's report and a summary of the individuals FCRA rights.

V. CONTRACTS WITH VENDORS THAT OPERATE PROGRAMS FOR MINORS

- A. Mandatory Background Checks. Institution contracts with vendors that operate camps, recreational or educational programs, child care centers or other services to minors on campus must require the vendor's compliance with mandatory background check requirements of this policy and state and federal law.
- B. Permissive Background Checks. Such contracts may also require commercial criminal background checks as appropriate to protect the interests of the institution and the individuals served by the institution, consistent with the requirements of his policy.

VI. INSTITUTION RESPONSIBILITIES

No later than January 1, 2017, each institution shall:

- A. Develop standards and procedures for the acquisition and use of criminal background checks, consistent with this policy;
- B. Develop procedures for maintaining confidential records of background check results, consistent with applicable federal and state legal requirements;
- C. Provide training to employees who interview and hire employees regarding the appropriate methods for acquiring, using and maintaining background check information; and
- D. Establish a process by which an individual denied employment or other opportunity at the institution due to the results of a criminal background check may contest the accuracy of the records upon which the denial was based.

Note: This policy should be cross-referenced with the following other USM Policies:

- VI - 1.50 - Policy on the Reporting of Suspected Child Abuse and Neglect
- VII - 1.01 - Policy on Recruitment and Selection
- VII - 1.24 - Policy on Termination with Prejudice



USM Board of Regents
Committee on Education Policy and Student Life and Safety
Minutes from Public Session
October 17, 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 Friday, October 17, 2025. The meeting was convened at 9:35 a.m. Committee members present were: Regents Gourdine (chair), Gooden, Hasan, Lewis, Rivera-Forbes, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alvarez, Dr. Amoussou, Dr. Ashby, Ms. Beckett, AAG Boyle, Mr. Bruce, Dr. Caraco, Dr. Clemmons, Dr. Colson, Dr. Cooper, Dr. Esters, Dr. Hall, Dr. Haywood, Dr. Jenkins, Dr. Jennings, Dr. Joshi, Dr. Kersh, Dr. Khademian, Vice Chancellor Lawrence, Dr. Lee, Chief Leone, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Vice Chancellor Minor, Dr. Mueller, Mr. Muntz, Dr. Nesbary, Dr. O'Neill, Dr. Parrish-Harris, Dr. Perreault, Ms. Perry, Dr. Rashaw, Dr. Reed, Dr. Sanford, Dr. Skevakis, Dr. St. Jean, Dr. Ward, Dr. Whitehead, Ms. Wilkerson, and Dr. Williams.

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

Action Items

Academic Program Proposals

University of Maryland, College Park: Master of Science in Marketing

Dr. Will Reed, Associate Provost, and Dr. Yogesh Joshi, Professor, Robert H. Smith School of Business, presented the University of Maryland, College Park's proposal to offer a Master of Science in Marketing. This program provides a comprehensive foundation in marketing strategy, research, and consumer behavior, along with electives in areas such as digital promotion, AI in marketing, and brand management. Offered both in-person and online, the program emphasizes flexibility, applied learning, and technical competence. It addresses a growing need for marketing professionals equipped with strategic, analytical, and digital skills - particularly in sectors like tech, healthcare, and government.

Regent Wood asked about duplication. Dr. Joshi said that there are programs at TU and Johns Hopkins University, but this program varies from theirs and is more comprehensive. Regent Hasan asked if this program has been discussed with JHU. Chair Gourdine indicated that if there were a concern, we likely would have heard it by now. The regents asked for UMCP to consult with JHU before the approval vote at the next Board of Regents meeting.

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, College Park to offer a Master of Science in Marketing, with the understanding that UMCP will consult with JHU to ensure no objections.

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

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

University of Maryland, College Park: Doctor of Information Science in Information Science Leadership and Community Engagement

Dr. Will Reed, Associate Provost, Dr. Paul Jaeger, Professor and Distinguished Scholar-Teacher, College of Information, Dr. Beth St. Jean, Associate Professor, College of Information, and Dr. Kate Izsak Associate Dean for Strategic Initiatives, College of Information, presented the University of Maryland, College Park's proposal to offer a Doctor of Information Science in Information Science Leadership and Community Engagement. This is a professional doctoral program designed for mid-career professionals working in libraries, archives, museums, nonprofits, government, and higher education. The program focuses on developing leaders who can drive organizational change and foster community engagement within information institutions. Unlike traditional research doctorates, this professional doctorate emphasizes applied, practice-based learning that prepares "researching professionals" to tackle real-world challenges such as information inequity and civic disconnection. Drs. Jaeger and St. Jean noted that this is the first program of its kind in the country and one of only a handful in the world.

Regent Hasan asked how many students are expected for the program and asked about the decline in library use. Dr. St. Jean said they are hoping to start with around 10-15 students. She also noted that this degree serves other organizations such as museums, schools, government, and nonprofits, but that libraries are still well-used for things beyond checking out books. Regent Hasan also asked if AI is a threat to libraries and Dr. St. Jean said that library programming expands beyond what AI is capable of.

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, College Park to offer a Doctor of Information Science in Information Science Leadership and Community Engagement.

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

Information Items

Campus Safety Panel

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, introduced a panel on campus safety.

The panelists were:

- Dr. Brian Clemmons, Vice President for Student Affairs, Bowie State University
- Dr. Nicole Marano, Vice President for Student Affairs, University of Baltimore
- Dr. Renique Kersh, Vice President for Student Affairs, University of Maryland, Baltimore County
- Chief Thomas Leone, Chief of Police, University of Maryland, Baltimore

Each panelist spoke briefly about campus safety issues on their respective campus. Dr. Clemmons spoke about racial threats that impact BSU. He noted the bomb threats that many HBCUs received in 2022, as well as calls to silence students. He said that targeting racial threats requires several strategies such as technology, police, and mental health.

Dr. Marano's comments focused on the unique location of UBalt. She said that their student safety concerns are not focused on the typical college things like residence life, athletics, or Greek life. Their major concerns are about students coexisting with the community. She spoke about the CARE Team, which is a cross-divisional team that meets weekly to address students of concern.

Dr. Kersh discussed the importance of building relationships across UMBC to support students. She noted a large increase in the number of complex cases they're seeing. She said that they are helping students, faculty, and staff understand the difference between safety and discomfort. Regent Gourdine asked if there is a need to equip faculty with how to deal with safety vs. discomfort and Dr. Kersh noted that is a part of larger conversations.

Chief Leone said that higher education is facing real challenges right now. UMB campus police are engaging with the community and taking a holistic approach. They utilize a co-response model, which pairs a social work intern with police officers responding to calls. He emphasized the importance of resources and wraparound services to help the students and the community. He noted the partnership with UBalt and that it has strengthened the relationship between both institutions.

Dr. Wrynn thanked the panelists for highlighting the day-to-day issues our campuses are facing. Chancellor Perman applauded the panelists and noted that each emphasized the importance of working together.

Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026

Annually, the University System of Maryland Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of faculty. Kelsey Beckett, Chief of Staff and Director of Operations, shared information about the Elkins Professorship and Dr. Candace

Caraco, Associate Vice Chancellor for Academic Affairs, shared information about the USM scholarship programs.

The Elkins Professorship, which began in 1978 at the University of Maryland, College Park, was established to perpetuate the name and contributions of Wilson H. Elkins, a former Rhodes Scholar who led the University of Maryland to new levels of distinction as its president from 1954 to 1978. When the new University System of Maryland began in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Professorship may be used to recruit an outstanding individual to an institution to fill a vacancy or to provide special recognition and support to retain a current outstanding member of the faculty. An internal USM committee evaluates nominations and makes special effort to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of their institution and the entire University System of Maryland. Direct involvement with undergraduate and/or graduate students and outreach to other institutions within the System are hallmarks of the Elkins Professors. The Professorship is an opportunity for institutions to build on their strengths and to be of greater service to their students and to society.

This year's awardees include:

Traditional Elkins

Dr. Darsana Josyula, Professor, Department of Computer Science at Bowie State University (BSU). Dr. Josyula will establish a Collaborative Hub for Adaptive Human-AI Teaming, anchored at BSU through the Autonomous Technologies Lab, that integrates cutting-edge research, student internships, faculty collaboration, and STEM outreach. This project will expand student-led innovation, regional workforce development, and equitable access to AI research and education. Dr. Josyula has received a \$52,500 award.

Dr. Elisabeth Smela, Professor of Mechanical Engineering at the University of Maryland, College Park. The award supports the rollout of a broadly accessible certificate program focused on sustainability in collaboration with the UMD Teaching and Learning Transformation Center and the Office of Sustainability and the development of a searchable database of sustainability-related assignments across a variety of disciplines and fields, curated and recommended by an AI concierge. Dr. Smela received a \$80,000 award. (\$40,000 per year/this is year **one** of two)

Dr. Rabiya Akande, Associate Professor at the University of Maryland, Baltimore's Carey School of Law. This is year two of a two-year award for a project exploring the relationship between law and colonial power. This project engages students and personnel within the communities being studied and will result in scholarship, a workshop series, podcasts, and conference presentations. Dr. Akande was awarded \$80,000 (\$40,000 per year; this year **two** of two).

Academic Transformation

The Elkins Professorship for Academic Transformation is a prestigious fellowship awarded to faculty within the University System of Maryland. New for AY2025-2026, the fellowship supports innovative projects focused on the use of Generative AI to advance academic transformation. Three awards of up to \$10,000 each will be granted to faculty focused on the use of Generative AI to enhance teaching and learning.

- **Dr. Amanda Jozkowski**, Associate Professor and MS Program Director at Towson University, will use funds to develop the AI-Responsive Instruction and Student Engagement (ARISE) Project to enhance teaching and learning through the structured integration of generative AI into course design.
- **Dr. Eric Stokan**, Associate Professor of Political Science and Director of the Center for Social Science Scholarship at the University of Maryland, Baltimore County will use the funds to develop and disseminate open-source, modular training materials in computational social science and generative AI built around a forthcoming book authored in Bookdown.
- **Dr. David Leasure** at the University of Maryland Global Campus will use funds for the for the adaptation and scale-up of a course-specific, generative AI-based faculty coaching tool.

Scholarship of Teaching and Learning Fellows

The 2025-26 Elkins SoTL Fellows are:

Wyletta Gamble-Lomax, Associate Professor of Elementary Education, Coppin State University

Melissa Budgal, Associate Professor of English Director, University Writing Center Director, Writing Across the Curriculum, Salisbury University

Rebecca Anthony, Associate Professor, Social Work, with co-principal investigator, Rachel Buchanan, Associate Professor, Social Work, Salisbury University

Mandee Booth, Assistant Instructor, School of Pharmacy, University of Maryland, Baltimore

Jason Farman, Professor of American Studies, Associate Dean of the Graduate School, University of Maryland, College Park

Jennifer Rae Myers, Assistant Professor, Hearing and Speech Sciences, with co-principal investigator, Kristin Slawson, Clinical Associate Professor, Hearing and Speech Sciences, University of Maryland, College Park

Kelsie Endicott, Coordinator of the Graduate Writing Center, University of Maryland Eastern Shore

Lari Warren-Jeanpiere, Collegiate Professor, Social Sciences, with co-principal investigator, Dominique Hammonds, Collegiate Professor, Clinical Professional Counseling, University of Maryland Global Campus

University System of Maryland Scholarship Programs AY 2025 -2026

The University System of Maryland administers more than two dozen endowed scholarship funds that help in-state students from across the System afford an undergraduate education. Some are small, providing about less than \$1,000 once to one student. Others are more significant, such as Regents Scholarships, which can provide a scholarship to cover tuition and fees, room and board, and a set

stipend for educational expenses for one or two students. All the scholarships have been provided by the generosity of donors who want to assist students, often in memory of someone who was dedicated to education. While some scholarships look solely at academic merit, others have additional criteria relating to students' demonstration of financial need or another criterion such as academic discipline.

A chart showing the amounts of the scholarships is included below:

**Projected Spending for the University System of Maryland Scholarships
AY 2025-2026**

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount (estimated)	Notes
Regents – full	4-Transfer Students from MD community colleges	4-Students originally awarded as MDCC transfer students	\$37,503.66	\$225,022	Amounts have been calculated for the full Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.
	4- First-year awards	6-Students originally awarded as first-year students	\$38,769.60	\$387,696	Amounts have been calculated for the Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.
Subtotal for AY 25-26	8	10	\$38,136.63	\$612,718	

Other Scholarships	3- Kelly Access Opportunity	8-Kelly Access Opportunity	\$4,000	\$48,000	The Kelly Fund supports
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	Grants (transfer) 1- Kelly Access Opportunity (1 first-year)	Grants (both transfer and first-year awards)			need-based awards and is the largest of the scholarship funds.
	15 from 15 funds for partial scholarships	4-continuing students from 2 funds	\$1,789.47	\$34,000	
Fatzinger- One- Time Transfer Awards	9 students	N/A	\$2,000	\$18,000	One-time awards
Wild Near- Completer Awards	Estimate 83	N/A	\$2,650 est.	\$220,000	One-time awards to drive completion; FY2025 average award was \$2,650
Retention Grant Funds	Estimate 200	N/A		\$218,000	Award range of \$500-\$3,000
Subtotal for AY 25-26				\$538,000	

Projected total amount of awards = \$1,150,718 to serve an estimated 359 students.

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.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 10:52 a.m.

Respectfully,

Regent Michelle Gourdine
Chair



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

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



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

TOPIC: University of Maryland, College Park (UMCP) proposal for a Master of Science (MS) in Marketing

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: October 17, 2025

SUMMARY: The University of Maryland proposes a Master of Science in Marketing, a 30-credit program housed in the Robert H. Smith School of Business. Designed for students from diverse academic backgrounds, the program provides a comprehensive foundation in marketing strategy, research, and consumer behavior, along with electives in areas such as digital promotion, AI in marketing, and brand management. Offered both in-person and online, the program emphasizes flexibility, applied learning, and technical competence.

This program addresses a growing need for marketing professionals equipped with strategic, analytical, and digital skills—particularly in sectors like tech, healthcare, and government. Labor market projections anticipate nearly 9% growth in marketing-related roles in Maryland through 2033. The program will be self-sustaining through tuition revenue and utilizes existing faculty, facilities, and infrastructure. It aligns with state priorities for innovative, high-quality graduate education and supports Maryland’s economic development by preparing students for high-demand marketing careers.

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 UMCP to offer the Master of Science in Marketing.

COMMITTEE RECOMMENDATION:
BOARD ACTION:
SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE: Oct. 17, 2025
DATE: Oct. 31, 2025
awrynn@usmd.edu



OFFICE OF THE PRESIDENT

September 12, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Master of Science program in Marketing. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Prabhudev Konana, Dean, Robert H. Smith School of Business

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Marketing

Title of Proposed Program

Master of Science

Award to be Offered

Spring 2026

Projected Implementation Date

050902

Proposed HEGIS Code

52.1399

Proposed CIP Code

Robert H. Smith School of Business

Department in which program will be located

Yogesh Joshi

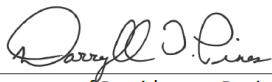
Department Contact

301-405-9668

Contact Phone Number

yjoshi@umd.edu

Contact E-Mail Address



Signature of President or Designee

09-12-2025

Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes to establish a **Master of Science in Marketing**. This 30-credit program is designed for students seeking in-depth knowledge and skills in core areas of marketing such as strategy, segmentation, targeting, and positioning, as well as marketing research, consumer insights, and analytics. The curriculum also provides practical training in the application of tools and technologies used to analyze customer and firm data. The proposed program will provide a strong foundation in the fundamentals of marketing management while allowing students to tailor their experience through a wide selection of electives. Topics include brand management, pricing strategy, innovation and product development, and marketing in the age of AI. Graduates of the program will be equipped for roles in marketing management, market research, brand strategy, and digital marketing analytics. **The program will be offered in both in-person and online modalities.**

Relation to Strategic Goals. As written in our [mission statement](#), one of UMD's graduate education objectives is to "Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity." The curriculum emphasizes both depth and flexibility, offering core foundations in marketing strategy, research, and consumer behavior, alongside specialized electives in emerging areas such as digital promotion, AI in marketing, marketing analytics, and platform strategy. This ensures rigorous, up-to-date preparation for the complexities of modern marketing practice. The program contributes to the profession through its use of case studies, applied exercises, and experiential learning, enabling students to engage with real-world marketing problems and develop practical solutions.

Funding. The program, which will be housed in UMD's Robert H. Smith School of Business, will be funded with tuition revenue. Financial projections indicate that the program will be self-sustaining through tuition revenue, with sufficient capacity to support faculty, staff, and teaching assistant needs over the first five years. The Smith School currently offers multiple master's programs and consequently has the existing administrative and faculty resources to offer this new program.

Institutional Commitment. The University of Maryland and the Robert H. Smith School of Business are fully committed to the successful implementation and long-term sustainability of the MS in Marketing. The program will be administered through the Smith School's established infrastructure for master's programs, including dedicated advising, admissions, and career services teams. Faculty with expertise in marketing, analytics, and strategy have been identified to lead both core and elective courses. The program will operate within existing facilities at Van Munching Hall and will use classroom, IT, and library resources already in place. Financial projections confirm the program will be self-sustaining through tuition revenue, with sufficient capacity to support faculty, staff, and teaching assistant needs over the first five years.

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

Need. The need for this program can be summed up in COMAR 13B.02.03.08B(3):

Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements. The program addresses occupational and professional needs related to the rapidly evolving marketing profession and the increasing demand for advanced technical and analytical skills. The program prepares graduates to meet job market requirements across sectors where marketing strategy, consumer insights, and digital engagement play critical roles—particularly in industries central to Maryland’s economy such as technology, health care, higher education, and government services. The program equips students with practical expertise in digital promotion, analytics, and customer experience management—areas that are now essential for success in marketing leadership roles.

State Plan. The proposed program aligns broadly with the 2022 [Maryland State Plan for Postsecondary Education](#), specifically Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” in particular, the Action Item to “Identify innovative fields of study.” This program is innovative in both structure and substance, offering a forward-looking curriculum that bridges strategic marketing fundamentals with emerging industry demands. Unlike traditional programs, the proposed program integrates high-demand competencies such as digital promotion, customer analytics, platform strategy, and artificial intelligence, allowing students to tailor their education through modular elective pathways. It emphasizes experiential learning through case studies and applied analytics projects that reflect real-world marketing challenges, ensuring graduates are career-ready from day one. Designed for flexibility and inclusivity, the program welcomes students from both quantitative and qualitative backgrounds.

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

Marketing positions are projected to increase at both national and state levels. The United States Bureau of Labor Statistics predicts that advertising, promotions, and marketing manager positions in the United States will grow by 6% (faster than average) from 2024 to 2034.¹ Marketing Research Analysts are projected to grow by 7%.² At the state level, the Maryland Department of Labor predicts a 8.63% increase in the number of Marketing Managers and a 9.16% increase in the number of Market Research Analysts and Specialists from 2023 to 2033.³

¹ U.S. Bureau of Labor Statistics. Occupational Outlook Handbook: Advertising, Promotions, and Marketing Managers. <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

² U.S. Bureau of Labor Statistics. Occupational Outlook Handbook: Market Research Analysts. <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm>

³ Maryland Department of Labor. Maryland Occupational Projections - 2023-2033 - Workforce Information and Performance <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

A 2024 labor market analysis conducted by Hanover Research further substantiates this trend. The report projects 8.9% growth in marketing-related occupations in Maryland from 2023 to 2033 and identifies Market Research Analysts and Marketing Specialists as the fastest-growing roles in every geography studied. The need is driven by increased demand for professionals who can interpret data, develop digital strategies, and respond to rapidly changing consumer behavior.

D. Reasonableness of Program Duplication

Other than UMD, only two other institutions in the state offer master's-level programs in marketing: Johns Hopkins University (MS in Marketing) and Towson University (MS in Marketing Intelligence). However, the proposed program addresses a significant gap between the number of marketing-related job openings in Maryland and the current supply of graduates qualified to fill them. This disconnect suggests that existing graduate programs are insufficient in number, scale, or focus to meet workforce needs. The proposed UMD program directly responds to this supply-demand imbalance by preparing students with the analytical, strategic, and digital skills employers are seeking, thereby expanding the state's capacity to produce highly qualified marketing professionals. Rather than duplicating existing offerings, the program fills a critical educational and economic need within Maryland's public university system.

While UMD also offers a Master of Science in Marketing Analytics, the proposed Master of Science in Marketing differs by offering a broader, strategically focused curriculum that emphasizes brand management, consumer behavior, and digital marketing, rather than the highly quantitative and technical training in data modeling and statistical analysis that defines the analytics program. While both address workforce needs, the proposed program serves students seeking applied marketing leadership roles beyond purely analytical functions.

E. Relevance to Historically Black Institutions (HBIs)

As indicated above, there are no such programs at Maryland state Historically Black Institutions.

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

As indicated above, there are no such programs at Maryland state Historically Black Institutions; therefore, this program will not impact the identity of any Historically Black Institution. The program is housed within the Robert H. Smith School of Business--a research-intensive, flagship institution with a statewide service mission--that already offers many different master's level business programs, including (as noted above) an MS in Marketing Analytics. Consequently, graduate education in marketing is an established part of the UMD identity.

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

Curricular Development. The development of the Master of Science in Marketing curriculum reflects the Smith School’s guiding principle that business education should be accessible and relevant to students from all academic and professional backgrounds. In line with the “Everybody’s Business” philosophy, the program is intentionally designed to welcome students from a wide range of undergraduate majors—not only business, but also disciplines such as communications, psychology, sociology, engineering, and the arts—who seek to apply their existing skills in strategic and data-informed marketing roles. The curriculum balances foundational business principles with applied learning and modern marketing tools, ensuring that students without prior business training can succeed while still offering sufficient depth and flexibility for students with more specialized experience. By broadening access to graduate business education, the program fulfills the School’s mission to prepare diverse, cross-disciplinary cohorts of students for meaningful participation in Maryland’s innovation-driven economy.

Faculty Oversight. A faculty member from the Smith School will be named as Academic Director to provide oversight for all aspects of the program.

Educational Objectives and Learning Outcomes. The learning outcomes for the program are as follows:

1. Demonstrate a clear understanding of the fundamental concepts of marketing, consumer behavior, and marketing research.
2. Develop critical thinking skills for creating and executing effective marketing strategies.
3. Apply data collection, management, analysis, and visualization techniques to address marketing problems.
4. Demonstrate effective verbal and written communication skills in presenting marketing analyses.

Institutional assessment and documentation of learning outcomes. Each course in the curriculum is intended to help students understand and solve marketing challenges and opportunities. A combination of periodic examinations, case studies, exercises, and experiential learning will be used to assess student learning outcomes.

Course requirements. The program requires 30 credits. A list of courses and descriptions is included in Appendix B. Please note that new courses (indicated as BUMK6XX) will be assigned course numbers when the program is approved.

Course Number	Course Title	Credits
BUMK6XX	Marketing Foundations	3
BUMK6XX	Marketing Research	3
BUMK6XX	Marketing Strategy	3

BUMK6XX	Consumer Behavior	3
Electives (sample electives listed below)		18
BUMK716	Brand Management	
BUMK6XX	Customer Lifetime Valuation	
BUMK760	Business Policies and Ethics	
BUMK773	Pricing Analytics and Strategies	
BUMK758P	Innovation and Product Development	
BUMK758O	Digital Promotion and Advertising	
BUMK6XX	Marketing in the Age of AI	
BUMK706	Marketing Analysis	
BUMK770	Retail Analytics	
BUMK758R	Customer Relationship Development	
Total Credits		30

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. The proposed program will not be accredited, but will be among the program offerings of the Robert H. Smith School of Business, which is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The program director will provide administrative coordination for the program, in collaboration with the Smith School's Master's Programs Office. Students will be supported through the program office for academic guidance and advising. They will also have access to the Graduate School Counseling and the Counseling Center resources. The program director will be the first point of contact for students, while the Smith School's Master's Programs Office, which provides administrative services for the Smith School's master's programs, provides student and program services, such as admission support, scheduling, registration, guidance on billing and payment, graduation, and guidance on appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on the Smith School website. Specific technological competence and equipment needed for online instruction will be included in the admission criteria. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on the Smith School website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will likely teach in the program. All instructors will be UMD graduate faculty from the Robert H. Smith School of Business.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

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

The Smith School already offers master's programs in a variety of areas, including the MS in Marketing Analytics. As a result, the physical facilities, infrastructure, and instructional equipment are, on the whole, already in place. The implementation of the new program will require some additional classroom usage, but generally the program can be implemented within existing resources. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

1. Line 1 shows no reallocated funds since the program is supported by tuition from existing students.
2. Graduate students will be paying tuition by the credit. We ultimately anticipate that 40 full-time students will be taking 30 credits per year.

3. The tuition rate will be \$1852 per credit with an assumed annual increase of 3%.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course.
2. We assume an annual increase of 3% in faculty salaries with a corresponding 33% benefits rate.
3. Administrative positions include an academic director (1 FTE) and a support staff person (1 FTE).
4. Included is an annual 3% increase and a corresponding benefits rate of 33% for administrative salaries.
5. Other expenses include faculty director stipend, teaching assistance, student services, marketing and recruiting, career services, and student aid.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Robert H. Smith School of Business community is multifaceted at every level – students, staff and faculty represent the spectrum of diversity. With a large population of international students and a diverse blend of backgrounds, nationalities, ethnicities and experiences, Smith students have an opportunity to make connections with those who share their interests, and to grow and learn by making new friends and sharing new experiences. The Smith School engages in recruiting and outreach events across the globe to generate a diverse student body

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The distance-education version of the program will be entirely online. This will allow the program to reach a wider audience, including those in the local area whose professional commitments may not allow for regular travel to College Park. The online curriculum will be the same as the in-person curriculum. As with other successful online master's programs offered by the Robert H. Smith School of Business, the online Master of Science in Marketing program will feature a mix of synchronous online classes and asynchronous online materials including video lectures, simulations, problem sets, and discussions. Learning outcomes, academic rigor and program curricula will be exactly the same for the online program as it is for the on-campus program.

The Smith School has an Assurance of Learning Program (AoL) via the Office of Digital Learning, as required by its accrediting agency, the AACSB; all graduate programs are a part of this program. AoL assures that outcomes are measured across courses in the program and the results fed back at the program level to maintain and improve quality. A faculty committee, the MS Oversight Committee, exists to oversee administrative issues including admissions, academic courses and curriculum policies, student activities, and internships and placement opportunities. Additional oversight and the delivery of services will be provided by the Smith School's Masters Programs Office and the Office of Career Services under the direction of the Associate Dean. Academic advising, financial aid, and career services will be provided by the corresponding University and Smith School units.

Table 1: Resources

Resources 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)	\$1,389,000	\$1,716,300	\$2,356,360	\$2,426,338	\$2,498,395
a. #FT Students	25	30	40	40	40
b. Annual Tuition/Fee Rate (based on 30 credits)	\$55,560	\$57,210	\$58,909	\$60,658	\$62,460
c. Annual FT Revenue (a x b)	\$1,389,000	\$1,716,300	\$2,356,360	\$2,426,338	\$2,498,395
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	\$1,852	\$1,907	\$1,964	\$2,022	\$2,082
f. Annual Credit Hours	30	30	30	30	30
g. Total Part Time 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)	\$1,389,000	\$1,716,300	\$2,356,360	\$2,426,338	\$2,498,395

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$532,000	\$547,960	\$564,399	\$581,331	\$598,771
a. #FTE	2	2	2	2	2
b. Total Salary	\$400,000	\$412,000	\$424,360	\$437,091	\$450,204
c. Total Benefits	\$132,000	\$135,960	\$140,039	\$144,240	\$148,567
2. Admin. Staff (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1	1	1	1	1
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
3. Total Support Staff (b+c below)	\$93,100	\$95,893	\$98,770	\$101,733	\$104,785
a. #FTE	1	1	1	1	1
b. Total Salary	\$70,000	\$72,100	\$74,263	\$76,491	\$78,786
c. Total Benefits	\$23,100	\$23,793	\$24,507	\$25,242	\$25,999
4. Graduate Assistants (b+c)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Stipend	0	0	0	0	0
c. Tuition Remission	0	0	0	0	0
d. Benefits	0	0	0	0	0
5. Equipment	\$0	\$0	\$0	\$0	\$0
6. Library	0	0	0	0	0
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses	\$531,263	\$622,265	\$750,899	\$765,521	\$780,581
TOTAL (Add 1 - 8)	\$1,289,363	\$1,403,108	\$1,555,167	\$1,593,917	\$1,633,829

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Henry C Boyd III	PhD in Marketing Duke University JD in Intellectual Property UW Madison	Assistant Dean for Civic Engagement Board of Directors, College Park Academy Intellectual Property Attorney Clinical Professor	BUMK6XX Marketing Foundations BUMK6XX Marketing Strategy
Cathy Yi Chen	PhD in Marketing UCLA	Associate Clinical Professor	BUMK6XX Marketing Research
Ali Faraji-Rad	PhD, BI Norwegian Business School	Assistant Professor	BUMK6XX Consumer Behavior
Rosellina Ferraro	PhD in Marketing Duke University	Associate Dean of MBA Programs Associate Professor of Marketing	BUMK6XX Consumer Behavior BUMK716 Brand Management
Judy Frels	PhD in Marketing University of Texas at Austin	Academic Director of the MS Marketing Analytics Senior Fellow, Executive Development Programs Clinical Professor	BUMK6XX Marketing Foundations BUMK6XX Marketing Strategy
Mary Beth Furst	EdD Entrepreneurial Leadership Johns Hopkins University	Associate Area Chair, Marketing Clinical Professor	BUMK6XX Marketing Foundations BUMK6XX Marketing Strategy BUMK6XX Consumer Behavior

			BUMK716 Brand Management BUMK760 Business Policies and Ethics BUMK758P Innovation & Product Development
Bruno Jacobs	PhD, Erasmus University Rotterdam	Assistant Professor	BUMK6XX Marketing Research
Yogesh Joshi	PhD, Wharton School of Business, University of Pennsylvania	Professor	BUMK758P Innovation & Product Development BUMK773 Pricing Analytics and Strategies
PK Kannan	PhD in Management, Purdue University	Associate Dean for Strategic Initiatives Dean's Chair in Marketing Science	BUMK6XX Customer Lifetime Valuation
Liye Ma	PhD, Carnegie Mellon University	Associate Professor	BUMKXXX Marketing in the Age of AI
Dan McCarthy	PhD, Statistics, Wharton School of Business, University of Pennsylvania	Associate Professor	BUMKXXX Customer Lifetime Valuation
Wendy Moe	PhD Wharton School of Business, University of Pennsylvania	Dean's Professor of Marketing	BUMK760 Business Policies and Ethics BUMKXXX Marketing in the Age of AI
Rebecca Ratner	PhD Social Psychology Princeton University	Dean's Professor of Marketing	BUMK6XX Consumer Behavior
Michel Wedel	PhD, Marketing, University of Wageningen	Distinguished University Professor PepsiCo Chair in Consumer Science	BUMK706 Marketing Analysis

Jie Zhang	PhD in Marketing, Kellogg School of Management, Northwestern University	Dean's Professor of Marketing Harvey Sanders Fellow of Retail Management	BUMK706 Marketing Analysis BUMK770 Retail Analytics
Bobby Zhou	PhD in Marketing Duke University	Associate Professor	BUMK773 Pricing Analytics and Strategies

Appendix B: Course Descriptions

Core Requirements

BUMK6XX Marketing Foundations (3 Credits)

Analysis of marketing problems and evaluation of specific marketing efforts regarding the organization's products and services, pricing activities, channel selection, and promotion strategies in domestic and international markets.

BUMK6XX Marketing Research (3 Credits)

The process of acquiring, classifying, and interpreting primary and secondary marketing data needed for intelligent, profitable marketing decisions. Evaluation of the appropriateness of alternative methodologies, such as the inductive, deductive, survey, observational, and experimental. Recent developments in the systematic recording and use of internal and external data needed for marketing decisions.

BUMK6XX Consumer Behavior (3 Credits)

This course focuses on the analysis of customer decision-making and how marketing strategy can be influenced by those decisions. The buyer behavior model is used, in which concepts from psychology, sociology, and economics are applied to individual and organizational purchase decisions. Marketing strategies of leading firms in consumer products, technology, and services are analyzed using a variety of case study formats.

BUMK6XX Marketing Strategy (3 Credits)

This course combines lectures, readings, case analyses, and a competitive simulation to create and analyze marketing strategies in real-world contexts. A significant part of the course involves a competitive computer-based simulation in which student teams leverage marketing data and metrics to make marketing decisions for an organization that is competing in a market against other student teams.

Electives

BUMK716 Brand Management (2 credits)

This course teaches students how to build, measure, and leverage brand equity, manage brand portfolios, and manage brands in various stages of the product life cycle.

BUMK6XX Customer Lifetime Valuation (2 credits)

By the end of the course, you'll be able to transform transactional and CRM data into actionable business strategies. You'll be adept at identifying high-value customers, predicting future behaviors, and making informed decisions that enhance customer profitability.

BUMK760 Business Policies & Ethics (2 credits)

This course is a study of the standards of business conduct, morals and values as well as the role of business in society. Students will consider the sometimes conflicting interests of and claims on the firm and its objectives.

BUMK773 Pricing Strategies (2 credits)

The economic and behavioral aspects of pricing and the evaluation of innovative pricing practices such as price matching, customized pricing, bundle pricing, and product line pricing. The course will cover both B2B, B2C, online and offline markets. Instruction will be through a mix of case studies, pricing simulation games, hands-on exercises, practitioner guest lectures, and discussions.

BUMK758P Innovation and Product Development (2 credits)

Focuses on the development of innovations - new products or new services - from the perspective of a marketer. For an innovation to be successful in the market, it has to be customer-centric: hence, in this course, we study how to develop and bring to market elegant and efficient solutions to strong customer needs. This is a fundamental business challenge, faced while working in a startup or an established company; when developing a new product or a new service; and when serving customers who are individuals or large corporations.

BUMK758O Digital Promotion and Advertising (2 credits)

The explosive growth of innovative digital technologies over the past two decades has revolutionized the way customers browse for information, compare products and services, make purchases, and engage with firms and other customers. Customers today interact with firms and other customers through multiple online touch points in multiple channels and media. In this course, you will learn the technical, communication and strategic skills to develop and manage integrated digital marketing campaigns spanning across the different touchpoints that consumers use to interact with firms. You will learn to identify and target potential customers and create appropriate content for specific use across various channels, media and digital devices. The focus will be on designing efficient and effective advertising and promotion campaigns with a specific focus on online advertising covering search, display, video, social media ads and influencer advertising. Metrics to measure campaign effectiveness will also be covered. These metrics will inform specific strategies for how firms approach each market, design their ads and promotions with a view to acquire and/or retain customers. We will also focus on how emerging AI technologies can help in these processes.

BUMK6XX Marketing in the Age of AI (2 credits)

In an era where artificial intelligence is revolutionizing the business landscape, "Marketing in the Age of AI" offers an immersive and forward-thinking approach to understanding and leveraging AI in marketing strategies. This course is designed for aspiring leaders and marketing professionals eager to harness the power of AI to drive customer engagement, enhance brand value, and achieve competitive advantage. The course begins with a foundational exploration of marketing strategy, focusing on critical elements such as customer segmentation, targeting,

positioning, and branding. Students will gain a comprehensive understanding of these essential concepts before diving into the transformative impact of AI on marketing. Key topics covered include: Ad Targeting, Recommender Algorithms, Personalization, and Generative AI and LLMs, among others. The course also addresses the critical legal and ethical implications of marketing in the AI age. Students will examine varying regulations and ethical standards across different countries, preparing them to navigate the complex global landscape.

BUMK706 Marketing Analysis (2 credits)

The analysis of marketing data needed for profitable marketing decisions. Advanced methods of marketing analysis for marketing decisions, including choice and count data models, joint analysis of consumers choice, quantity and timing decisions, mixture and mixture regression models, and conjoint analysis, all using data-based cases and SAS software. Applications are in the areas of strategic marketing, marketing segmentation, eye tracking for advertising effectiveness, new product development, sales promotion analysis, pricing, design of marketing mix, and direct marketing.

BUMK770 Retail Analytics (2 credits)

Planning and implementing retail marketing strategies often involve sophisticated analytics. This course will teach the analytical tools needed to develop retail strategies. Both store and non-store (catalog, Internet) retailing are discussed. Also, students will learn how to evaluate the impact of environmental trends in the consumer market, competition, the economy and technology on retail strategy in the U.S. and global market.

BUMK758R Customer Relationship Development (2 credits)

Marketing promotion tactics include direct interaction with potential customers. In this course, you will apply your business acumen to understand customer needs through a consultative communication approach and develop customized solutions. This highly interactive course focuses on developing your communication, time-management, and problem-solving skills to prepare you for careers in consulting, management, personal sales, and business development.



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

TOPIC: University of Maryland, College Park (UMCP) proposal for a Doctor of Information Science (DIS) degree in Information Science Leadership and Community Engagement

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: October 17, 2025

SUMMARY: The University of Maryland, College Park proposes a new degree award, the Doctor of Information Science (D.Inf.Sci) in Information Science Leadership and Community Engagement, a professional doctoral program designed for mid-career professionals working in libraries, archives, museums, nonprofits, government, and higher education. This innovative program focuses on developing leaders who can drive organizational change and foster community engagement within information institutions. Unlike traditional research doctorates, this professional doctorate emphasizes applied, practice-based learning that prepares “researching professionals” to tackle real-world challenges such as information inequity and civic disconnection. The 48-credit hybrid program combines online evening courses with in-person components including professional conferences, exams, and a capstone defense. A signature feature is the two-semester capstone project, structured as a change management initiative within a real organization.

Aligned with UMD’s *Fearlessly Forward* strategic plan and the Maryland State Plan for Postsecondary Education, this program addresses a critical gap in doctoral education. It will be self-supported through tuition and internal reallocations and is designed to be flexible, inclusive, and impactful through mentorship, inquiry groups, and strong institutional support.

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 UMCP to offer the D.Inf.Sci. in Information Science Leadership and Community Engagement.

COMMITTEE RECOMMENDATION:
BOARD ACTION:
SUBMITTED BY: Alison M. Wrynn 301-445-1992

DATE: Oct. 17, 2025
DATE: Oct. 31, 2025
awrynn@usmd.edu



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

September 12, 2025

1101 Thomas V. Miller, Jr. Administration Building
College Park, Maryland 20742
301.405.5803 TEL
301.314.9560 FAX

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

Dear Chancellor Perman:

I am writing to request approval for a new Doctor of Information Science program in Information Science Leadership and Community Engagement. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

A handwritten signature in black ink, reading "Darryll J. Pines".

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Doug Oard, Interim Dean, College of Information

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Information Science Leadership and Community Engagement

Title of Proposed Program

Doctor of Information Science

Award to be Offered

Spring 2026

Projected Implementation Date

070204

Proposed HEGIS Code

11.0401

Proposed CIP Code

College of Information

Department in which program will be located

Beth St. Jean

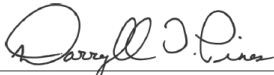
Department Contact

301-405-6573

Contact Phone Number

bstjean@umd.edu

Contact E-Mail Address



Signature of President or Designee

09-12-2025

Date

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes a new professional practice doctoral program in **Information Science Leadership and Community Engagement**. This program will have a new degree award, the **Doctor of Information Science (D.Inf.Sci)**. This practitioner-oriented degree is designed for working professionals in information organizations—including libraries, archives, museums, government agencies, higher education, and nonprofits—who seek advanced training to lead their institutions through the lens of community engagement. Unlike traditional Ph.D. programs, which focus on theoretical research, this program emphasizes the application of knowledge to real-world leadership and community engagement challenges. It prepares “researching professionals” by equipping them to design and implement organizational change initiatives grounded in evidence and participatory research methodologies.

The program will be delivered in a hybrid format that combines fully online coursework—offered primarily through synchronous evening sessions—with required in-person components that ensure meaningful professional engagement and academic rigor. While students complete all academic courses remotely, they must participate in several in-person activities, including annual professional conferences with their inquiry groups, as well as key milestones such as the oral qualifying exam, capstone proposal defense, and final capstone presentation.

Relation to Strategic Goals. The proposed program directly supports the mission and strategic goals of the University of Maryland, College Park (UMD). As the state's flagship land-grant institution, UMD is committed to excellence in teaching, research, and service that advances the public good, especially through inclusive and community-centered practices. This program exemplifies those commitments by preparing mid-career professionals in information institutions—such as libraries, museums, archives, educational nonprofits, and government agencies—to lead transformational change that enhances equitable access to information. Aligned with UMD's 2022 *Fearlessly Forward* strategic plan¹, the program reimagines doctoral education through action-based capstone projects, cross-cohort inquiry groups, and mentorship by both academic and professional leaders. It empowers students to address grand challenges like systemic information inequity and civic disconnection, while also building strategic partnerships that serve Maryland communities and beyond.

Funding. The program will be funded through a combination of internal reallocations from the College of Information and tuition revenue generated by program enrollment. The college has committed existing faculty and administrative resources to support program delivery and anticipates the program will be financially self-sustaining by its third year. The College of Information offers four Master's programs—the Master of Science in Information, the Master

¹ *Fearlessly Forward: The University of Maryland Strategic Plan*: <https://strategicplan.umd.edu/>

of Library and Information Science, the Master of Science in Human-Computer Interaction, and the Master of Information Management. The College also offers a Ph.D. in Information Studies. The new program will leverage existing courses and administrative operations to operate the program.

Institutional Commitment. UMD is fully committed to the long-term success of the doctoral program in Information Science in Leadership and Community Engagement. As stated in UMD's *Mission Statement*, one of our primary objectives is to "Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity."² The program addresses long-standing gaps in graduate education for information professionals. Traditional Ph.D. programs, such as UMD's own Ph.D. in Information Science, are academically rigorous but focus primarily on research theory, methodology, and the preparation of future faculty, making them a poor fit for mid-career professionals seeking to apply scholarship to real-world challenges. The program's hybrid delivery offers broad accessibility for working professionals while preserving the benefits of face-to-face academic mentorship, peer collaboration, and applied leadership practice.

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

Need. This degree program addresses several long-standing, yet increasingly urgent, gaps in the education of information professionals. First, it provides a much-needed advanced degree option for practitioners who seek further education beyond the master's level but do not wish to pursue a traditional research doctorate. Second, it offers a structured pathway toward leadership roles in information organizations—filling a void where professionals have often relied on ad hoc continuing education or degrees outside the field. Third, it responds to the evolving needs of a broad array of information institutions, from libraries and archives to digital platforms and cultural heritage organizations. Fourth, it recognizes that community-engaged leadership not only strengthens internal operations, but also improves the services, technologies, and societal impact of these institutions. As the only professional doctorate in the information field focused on leadership and community engagement, this program is uniquely positioned to cultivate the next generation of transformational leaders.

State Plan. The proposed program aligns with the 2022 [*Maryland State Plan for Postsecondary Education*](#), specifically Priority 5, "Maintain the commitment to high-quality postsecondary education in Maryland," and its Action Item to "Identify innovative fields of study." The D.Inf.Sci in Information Science Leadership and Community Engagement is innovative both in structure and purpose, setting it apart from traditional doctoral education. Rather than centering on theoretical research, the program emphasizes applied, practice-based learning that prepares "researching professionals" to address real-world challenges in their organizations. Its design

² University of Maryland Mission Statement: <https://umd.edu/about/mission>

introduces several distinctive features: a two-semester capstone framed as a change management plan with direct organizational impact; dual mentorship from both UMD faculty and external professional leaders; and inquiry groups that function as cross-cohort communities of practice, fostering collaboration and professional networking through both online engagement and in-person conferences.

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

The Doctor of Information Science in Information Science Leadership and Community Engagement is designed as a highly selective program with intentionally limited enrollment targets with 5-10 new students per year. Given this scale, even a limited segment of the existing workforce demand is sufficient to sustain the program.

A review of recent job postings across multiple platforms—including DiversityJobs, Indeed, and UMD's eTerp portal—identified at least 24 leadership positions across sectors that explicitly emphasized equity, diversity, inclusion, accessibility, and leadership as required competencies. These positions included nine in higher education and academic libraries, three in museums, two in public libraries, two in research institutes, two in commercial or industry organizations, one in a nonprofit, one in the federal government, and four within UMD or the University System of Maryland consortium. Even when these principles were not the central focus of a role, many postings incorporated them into leadership expectations, underscoring the breadth of demand across institutional types.

D. Reasonableness of Program Duplication

No other institution in Maryland offers a professional doctorate in the information field, and therefore the proposed doctoral program in Information Science in Leadership and Community Engagement does not duplicate existing programs. As the first of its kind in Maryland and one of very few worldwide, this program is uniquely positioned to fill a clear gap in graduate education for information professionals.

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

The Information Science in Leadership and Community Engagement doctorate does not duplicate or compete with programs currently offered at Maryland's Historically Black Institutions. None of the state's HBIs offer doctoral-level programs in information science or related professional fields, and therefore this program will not diminish the uniqueness or viability of their offerings.

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

The proposed program will not negatively impact the identity or distinct missions of Maryland's Historically Black Institutions. Because no HBI currently offers a doctoral program in information science or a professional doctorate focused on leadership in information organizations, there is no direct overlap or risk of duplication. Information studies programs have long been a defining part of UMD's institutional identity, with the College of Information—originally founded in 1965 as the School of Library and Information Services—serving as one of the nation's earliest leaders in this field. The Doctor of Information Science in Leadership and Community Engagement builds on this legacy while remaining unique within Maryland higher education, thereby complementing rather than competing with the distinct missions of the state's HBIs.

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

Curricular Development. The curriculum was deliberately designed to balance foundational literacies, applied leadership training, and opportunities for sustained professional practice. Foundational courses introduce the core literacies essential to leading information institutions and prepare students to design and conduct applied research. The core curriculum combines existing courses—such as information ethics, policy, human rights, and inclusion—with newly developed courses in program evaluation, participatory action research, inclusive leadership, and public communication, ensuring students gain both theoretical grounding and practical tools.

A summative course on access, accessibility, and equity, paired with a structured capstone preparation course, guides students in integrating knowledge across domains while developing a proposal for their culminating project. The capstone itself is a two-semester change management plan for a real-world organization, ensuring immediate professional impact. Finally, cross-cohort inquiry groups create communities of practice where students share problems of practice, receive mentorship, and engage annually in professional conferences. Together, these components provide a curriculum that is rigorous, equity-centered, and directly aligned with the program's goal of preparing leaders who can drive transformational change in information organizations.

Faculty Oversight. The program will be managed by a Faculty Director, who will be appointed by the College of Information Dean (or their designee) for a three-year term and may be reappointed. The Faculty Director, in collaboration with college assistant and associate deans, academic administrators, and members of a faculty curricular committee, will provide intellectual leadership for the proposed program. The Faculty Director will chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the program. A governance committee will be

established to allow for ongoing review and refinement of the program. Appendix A provides a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. This innovative program will connect the social justice legacy of the field of librarianship to contemporary urgencies stretching across information organizations. The program will produce graduates who are able to:

- Foster and sustain efficient and effective processes within organizations
- Apply evaluation and assessment for problem-solving
- Promote a welcoming and supportive climate
- Manage budgets, apply for grants, and other fundraising activities
- Collaborate with diverse communities
- Create universally usable outputs
- Engage with public policy
- Steer an organization to be an advocate for social good and positive change
- Build support for the application of leadership and community engagement concepts

Graduates of this program will be prepared to take on leadership roles in information organizations, and as part of that leadership, promote substantive engagement between the organizations, their activities, and the communities that they serve. The learning outcomes for the program are as follows:

- Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations;
- Articulate the values of community engagement real-world organizations;
- Produce organizational management deliverables that are universally usable;
- Conduct successful leadership and community engagement-focused financial and human resources management; and
- Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. This is a 48-credit professional doctoral degree. Students complete 6 credits of foundational courses, 24 credits of core courses, a 3-credit summative course, a 3-credit Capstone Preparation course, and two semesters of a 6-credit Doctoral Capstone course.

Curriculum		
Course Number	Course Title	Credits
Foundational Courses		
INST820	Literacies for Leadership	3

INST821	The Researching Professional	3
Core Courses		
INST610/830	Information Ethics	3
INST612/831	Information Policy	3
INST613/832	Information and Human Rights	3
INST620/833	Diverse Populations, Inclusion, and Information	3
INST822	Program Assessment and Evaluation	3
INST823	Participatory Design and Participatory Action Research	3
INST824	Inclusive Leadership for Information Organizations	3
INST825	The Public Intellectual	3
Inquiry Group		
INST001	Inquiry Group	0
Summative Course and Capstone Preparation		
INST826	Access, Accessibility, and Equity	3
INST838	Doctoral Capstone Preparation	3
Capstone		
INST829	Doctoral Capstone	12
	Total Credits	48

A list of courses with course descriptions is included in Appendix C.

Inquiry Groups: A hallmark of this program will be the implementation of Inquiry Groups. These groups are cross-cohort communities of practice, designed to assemble students with shared institutional contexts and/or research areas. Each group will run a self-directed readings seminar where they will share problems of practice, research questions, and/or related literature. Each inquiry group will be led by one full-time faculty member from the Information College with contributions from the college's broad professional network. These groups will meet monthly in an online, synchronous format to discuss readings selected by the group and the faculty mentor. As a supplement to the program's online modality, inquiry groups also function in a unique way; groups will identify an annual conference that all members and faculty mentor will attend together (at least 3 during the course of the program). The faculty mentor will provide feedback on student success on a rolling basis. As its members reach the capstone stage, the inquiry group will also function as a source of writing and research support.

Capstone: Once a student completes the two Foundational and the eight Core Courses, they will enter a "post-coursework" state, starting with a 3-credit summative course (INST826 Access, Accessibility, and Equity) and 3-credit capstone preparation course (INST838). An in-person oral defense of program content knowledge, to be prepared in both INST826 and INST838 and administered before the end of INST838. An assessment of each individual student's success in Foundational and Core Courses and oral qualifying exams by the student's two advisors (academic and professional), which will determine the student's ability to enroll in the Capstone (INST829).

The Capstone consists of 2 semesters of INST829 Doctoral Capstone (6 credits). The capstone will require (1) an in-person oral defense of the capstone proposal (administered in first semester of capstone research); and (2) an in-person oral defense of the capstone project (administered at the close of the second semester of capstone research).

The capstone will ask students to identify a specific large-scale leadership and community engagement-focused issue in an organization with which they are employed or in an organization where the student has previously worked. The requirement will be that students have access to the personnel in the organization and their permission to engage members of the organization in their research. The project will be conceptualized as a “change management proposal”: a structured document outlining strategy and tactics for implementing a change within an organization. It will describe the scope, purpose, and potential impacts of the change, along with detailed steps to guide the organization through a smooth transition and plans for formative and summative evaluation. The goal of the proposal is to gain approval for the change from the organization’s leadership by highlighting the benefits of the change, addressing potential challenges, and providing a roadmap to mitigate risks.

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The College of Information will provide administrative coordination for the program. Students will also have access to the Graduate School Counseling and the Counseling Center resources. As mentioned above, the College of Information offers multiple graduate programs, and therefore already has the advising and support infrastructure in place. The College will be able to guide students to resources for admission support, scheduling, registration, billing and payment, graduation, and appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on the UMD website and academic catalog. Specific technological competence and equipment will be included in program materials. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on the university website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. The program will be delivered by faculty from the College of Information, whose expertise spans information ethics, policy, accessibility, inclusive leadership, participatory design, and program evaluation. Courses will be taught primarily by full-time, tenured and tenure-track faculty, supplemented by vetted part-time faculty as needed, ensuring academic rigor and continuity.

Faculty training. The College offers robust instructional support through its Faculty Lead for Instructional Technology and UMD's Teaching and Learning Transformation Center, ensuring faculty are well equipped to deliver high-quality, technology-enabled instruction. With more than 30 faculty engaged in related teaching and research, the College has the depth and breadth to sustain the program at its intended scale.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

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

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., general purpose classrooms) and resources (e.g., instructional equipment) will be used, and these are demonstrably adequate for the proposed program. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

1. Line 1 shows reallocated funds for the first two years needed to launch the program. This funding will be derived from surplus tuition from existing College of Information graduate programs.
2. Enrollment assumes a combination of full-time and part-time students.
3. Graduate students pay tuition by the credit as opposed to annual tuition rate. The per credit rate is \$836.
4. The credit rate assumes an annual 3% increase.
5. Line 4 indicates a program fee of \$150 that is applied to 50% of courses taken each year.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 33% benefits rate.
2. Administrative staff represents the salary and benefits for the program director (.2 FTE) and associate dean (.05 FTE).
3. Support staff represents salary and benefits a .2 FTE.
4. Line 7 indicates other expenditures, which includes course development, instructional materials, marketing and recruitment, events, travel, student sponsorships and other administrative costs.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement Goals

This program will offer a unique leadership and community engagement focus, as it will be designed to meet the needs of working professionals. Given this, the hybrid modality of the program, and the lack of any professional doctoral degree programs in the information field, this proposed program will offer many features that double as recruitment paths. Given the large number of professions and organizations that are encompassed within the information

field, recruiting efforts will have the additional advantage of being able to work with a wide range of professional organizations for information professionals. The program team will target human resources and talent development professionals in information organizations across the country to reach a wide audience.

We have identified one strategic focus to highlight in our recruitment messages: program flexibility and accessibility. This program is designed to meet working professionals “where they are.” Courses will be offered on a regular schedule, with limited course dependency structures, to facilitate progress through the program for students working through the courses at different speeds. The Core Courses are designed so that they can be taken in any order, allowing maximum flexibility for the students to successfully navigate the program, both in terms of starting the program where they feel most comfortable and completing the program in the most efficient manner.

The College of Information will also build upon a strong history of engaging with leadership and community engagement issues since its founding in the 1960s, when the College founded and staffed its own public library in an underserved, high poverty community, as well as providing information kiosks in other communities, and founding its own non-profit educational press. It continues to produce research, events, conferences, and journals that support leadership and community engagement in the field. The College offers a wide range of courses related to leadership and community engagement and has much relevant experience and expertise on its faculty. The College’s long-term commitments to these principles will serve as another recruitment message.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The program is designed as a primarily online program, with synchronous evening courses to maximize accessibility for working professionals. The College of Information has extensive experience delivering high-quality online graduate programs, including the Master of Library and Information Science and multiple Professional Studies programs, and will draw on established infrastructure in ELMS, instructional technology, and faculty training to ensure rigor and consistency. All students and faculty will have access to a secure institutional learning management system, online advising, and library resources, with student work authenticated through tools such as Turnitin. The program complies with C-RAC guidelines for online education and embeds in-person requirements, including annual professional conferences, qualifying exams, and capstone defenses, to ensure meaningful engagement and academic integrity.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$176,292	\$35,502	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$188,100	\$335,821	\$412,414	\$520,706	\$564,555
a. #FT Students	5	7	8	10	10
b. Annual Tuition/Fee Rate (based on 30 credits)	\$25,080	\$25,832	\$26,607	\$27,406	\$28,228
c. Annual FT Revenue (a x b)	\$125,400	\$180,827	\$212,859	\$274,056	\$282,278
d. # PT Students	5	12	15	18	20
e. Credit Hour Rate	\$836	\$861	\$887	\$914	\$941
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$62,700	\$154,994	\$199,555	\$246,650	\$282,278
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources (Program Fee)	\$5,625	\$9,750	\$11,625	\$14,250	\$15,000
TOTAL (Add 1 - 4)	\$370,017	\$381,073	\$424,039	\$534,956	\$579,555

Table 2: Expenditure Table

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$159,600	\$164,388	\$169,320	\$174,399	\$179,631
a. #FTE	1.2	1.2	1.2	1.2	1.2
b. Total Salary	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
c. Total Benefits	\$39,600	\$40,788	\$42,012	\$43,272	\$44,570
2. Admin. Staff (b+c below)	\$70,791	\$72,914	\$75,102	\$77,355	\$79,675
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$53,226	\$54,823	\$56,467	\$58,161	\$59,906
c. Total Benefits	\$17,565	\$18,092	\$18,634	\$19,193	\$19,769
3. Total Support Staff (b+c below)	\$31,308	\$32,247	\$33,215	\$34,211	\$35,238
a. #FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$23,540	\$24,246	\$24,974	\$25,723	\$26,494
c. Total Benefits	\$7,768	\$8,001	\$8,241	\$8,489	\$8,743
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	\$0	\$0	\$0	\$0	\$0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
6. Library	\$0	\$0	\$0	\$0	\$0
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$108,020	\$111,261	\$114,598	\$118,036	\$121,577
TOTAL (Add 1 - 8)	\$369,719	\$380,811	\$392,234	\$404,001	\$416,121

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Baron, Jason	JD, Boston University School of Law	Professor of the Practice	Center for Archival Futures; Search Mastery Interest Group	INST878V/821 The Researching Professional; INST612/831: Information Policy; INST878P/824: Leading an Inclusive Information Organization; INST825: The Public Intellectual
Bonsignore, Beth	PhD, Information Studies, University of Maryland	Associate Research Professor; Director, BA in Tech & Info Design; Director, KidsTeam	KidsTeam; Youth Experience Lab; Organizational Teams and Technology Research Society; Search Mastery Interest Group	INST878G/823: Participatory Design and Participatory Action Research; INST878V/821 The Researching Professional; INST613/832: Information and Human Rights
Campbell, Susan	PhD, Psychology, University of Maryland	Senior Lecturer	Applied Research Lab for Intelligence and Security	INST878U/822: Program Assessment and Evaluation

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Chan, Joel	PhD, Cognitive Psychology, University of Pittsburgh	Assistant Professor; Assistant Director, PhD Information Studies; Associate Director, HCIL	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Organizational Teams & Technology Society (OTTRS) Interest Group	INST878U/822: Program Assessment and Evaluation
Choe, Eun Kyoung	PhD, Information Science, University of Washington	Associate Professor; Faculty Director, Undergraduate Research Program	Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Social Data Science Center (SoDa)	INST878V/821 The Researching Professional; INST878G/823: Participatory Design and Participatory Action Research
Clegg, Tammy	PhD, Computer Science, Georgia Tech	Associate Professor	Iribe Initiative for Inclusion and Diversity in Computing; Human-Computer Interaction Lab; Maryland Initiative for Digital Accessibility (MIDA); Youth Experience Lab	INST878G/823: Participatory Design and Participatory Action Research
Duffy, Pam	MS, Human-Computer Interaction, University of Maryland	Lecturer; Director, BS in Information Science at College Park	Social Data Science Center; Anti-Racist Teaching Symposium	INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Erete, Sheena	PhD, Technology & Social Behavior, Northwestern University	Associate Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Values-Centered Artificial Intelligence (VCAI) Initiative	INST825: The Public Intellectual
Fellows, Andy	MA, American Studies, University of Maryland	Senior Faculty Specialist; Director, Data Justice Program in College Park Scholars	Information Justice, Human Rights, and Technology Ethics; Smart Cities and Connected Communities; Social Networks, Online Communities, and Social Media; Campus-Community Connections Program	INST612/831: Information Policy; INST829: Doctoral Capstone I and II
Fenlon, Katrina	PhD, Library and Information Science, University of Illinois	Assistant Professor	Maryland Institute for Technology in the Humanities; Center for Archival Futures;	INST878V/821 The Researching Professional
Francis, Mary Ann	MLIS, UMCP; Advanced Management Program, Wharton School, University of Pennsylvania	Adjunct Lecturer (Independent Information Technology Consultant)	Search Mastery Interest Group	INST610/830: Information Ethics
Golbeck, Jen	PhD, Computer Science, UMCP	Professor; Director, MPS Data Journalism	Human-Computer Interaction Lab	INST825: The Public Intellectual; INST878V/821 The Researching Professional

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Hill, Renee	PhD, Library and Information Science, Florida State University	Principal Lecturer; Associate Dean for OACES	Maryland Initiative for Digital Accessibility (MIDA)	INST001: Inquiry Group; INST620/833: Diverse Populations, Information, and Inclusion; INST610/830: Information Ethics; INST613/832: Information and Human Rights
Izsak, Kate	PhD, History, University of Michigan	Associate Dean for Strategic Initiatives	Department of Anthropology; National Consortium for the Study of Terrorism and Responses to Terrorism; Social Data Center; Anti-Racist Teaching Symposium; Center for Archival Futures; Artificial Intelligence Interdisciplinary Institute at Maryland; Campus Computing Community	INST001: Inquiry Group; INST878U/822: Program Assessment and Evaluation; INST825: The Public Intellectual; INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Jaeger, Paul	PhD, Information Studies, Florida State University; JD, Florida State University	Professor; Director, Museum Scholarship and Material Culture Certificate	Maryland Initiative for Digital Accessibility (MIDA)	INST001: Inquiry Group; INST878F/820: Literacies for Leadership; INST612/831: Information Policy; INST613/832: Information and Human Rights; INST878P/824: Leading an Inclusive Information Organization; INST878W/826: Access, Accessibility, and Equity; INST829: Doctoral Capstone I and II
Jordan, J. Bern	PhD, Biomedical Engineering, University of Wisconsin–Madison	Assistant Research Scientist	Maryland Initiative for Digital Accessibility (MIDA)	INST878W/826: Access, Accessibility, and Equity
Kacorri, Hernisa	PhD, Computer Science, City University of New York	Associate Professor	Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Values-Centered Artificial Intelligence (VCAI) Initiative	INST613/832: Information and Human Rights; INST878W/826: Access, Accessibility, and Equity
Klein, Jesse	PhD, Sociology, Florida State University	Lecturer; Faculty Director, MPS GEM; Faculty Director, Information Challenge Event	Social Data Science Center	INST878F/820: Literacies for Leadership; INST610/830: Information Ethics

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Lazar, Jonathan	Ph.D., Information Systems, University of Maryland Graduate School Baltimore (UMBC)	Professor	Maryland Initiative for Digital Accessibility (MIDA); Human-Computer Interaction Lab	INST612/831: Information Policy; INST620/833: Diverse Populations, Information, and Inclusion; INST825: The Public Intellectual; INST878W/826: Access, Accessibility, and Equity
Ndumu, Ana	PhD, Information, Florida State University School of Information	Assistant Professor		INST878U/822: Program Assessment and Evaluation
O'Grady, Ryan	MLIS, UMCP, MS Towson University	Lecturer; Co-Director, Master of Library and Information Science	Search Mastery Interest Group	INST612/831: Information Policy; INST613/832: Information and Human Rights; INST620/833: Diverse Populations, Information, and Inclusion
Paletz, Susannah	PhD, Social/Personality Psychology, UC Berkeley	Associate Professor	Social Data Science Center; Organizational Teams and Technology Research Society	INST878V/821 The Researching Professional
Rainsford, TJ	MA, History, Shippensburg University	Lecturer; Director, iConsultancy Experiential Learning Program		INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Reitz, Galina Madjaroff	PhD, Information Systems and Human-Centered Computing, UMBC	Principal Lecturer; Director, MS Human-Computer Interaction	Human-Computer Interaction Lab	INST610/830: Information Ethics; INST825: The Public Intellectual; INST878W/826: Access, Accessibility, and Equity; INST829: Doctoral Capstone I and II
Shilton, Katie	PhD, Information Studies, UCLA	Associate Professor	Social Data Science Center; Search Mastery Interest Group; Center for Advanced Study of Communities and Information	INST610/830: Information Ethics
Sivan-Sevilla, Ido	PhD, Public Policy & Governance, The Hebrew University of Jerusalem, Jerusalem, Israel	Assistant Professor	Social Data Science Center (SoDa); Tech Policy Research & Education Hub	INST612/831: Information Policy
St. Jean, Beth	PhD, Information, University of Michigan	Associate Professor	Search Mastery Interest Group	INST001: Inquiry Group; INST878V/821 The Researching Professional; INST613/832: Information and Human Rights; INST878U/822: Program Assessment and Evaluation; INST838 Capstone Preparation; INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Subramaniam, Mega	PhD, Information Studies, Florida State University	Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM)	INST878F/820: Literacies for Leadership
Valencia Valencia, Stephanie	PhD, Human-Computer Interaction, Carnegie Mellon University	Assistant Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Organizational Teams & Technology Society (OTTRS) Interest Group; Values-Centered Artificial Intelligence (VCAI) Initiative	INST620/833: Diverse Populations, Information, and Inclusion; INST878W/826: Access, Accessibility, and Equity
Weaver, Kathy	PhD, Human-Centered Computing, University of Maryland, Baltimore County	Senior Lecturer		INST829: Doctoral Capstone I and II
Williams-Pierce, Caro	PhD in Curriculum & Instruction (Mathematics Education), University of Wisconsin-Madison	Assistant Professor	Youth Experience Lab	INST878V/821 The Researching Professional
Winter, Susan	PhD, Information Systems, University of Arizona	Associate Dean for Research	Organizational Teams and Technology Research Society	INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Xu, Yiwei	PhD, Communication, Cornell University	Assistant Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM)	INST878F/820: Literacies for Leadership

Appendix B: Plan for Assessing Learning Outcomes

Part I: Learning Outcomes Assessment

We will assess each learning outcome in a different course from the program's core. We have developed rubrics to assess one or more assignments in each assessed course, which will be selected when course curricula are finalized.

Rubric for DInfSci Outcome 1

Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations

To be assessed using assignments from: *INST833 Diverse Populations, Information, and Inclusion*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Synthesize and assess majors laws and policies affecting information institutions and the role of politics in shaping the activities of information institutions.	Demonstrates a sophisticated and critical synthesis of major laws and policies; clearly articulates nuanced relationships between political forces and institutional activities. Connects theory and practice with insight, offering original or particularly well-supported interpretations.	Accurately summarizes and explains major laws and policies; appropriately identifies the influence of political contexts on institutional activities. Connections to practice are clear but may lack deeper critical insight.	Identifies some major laws and policies but shows limited synthesis or critical engagement. Political influences are mentioned but connections are surface-level or inconsistently applied to institutional activities.	Fails to identify key laws, policies, or political factors. Displays major inaccuracies or misunderstandings, and makes little or no connection to the activities of information institutions.

Analyze and craft institutional policies for information institutions.	Thoughtfully analyzes institutional needs and external constraints; crafts detailed, feasible, and contextually appropriate policies demonstrating both strategic insight and practical awareness.	Analyzes institutional needs and drafts coherent policies that are generally appropriate and workable, though they may be somewhat basic or lack strategic depth.	Attempts to analyze institutional needs but does so superficially; policy proposals are underdeveloped, impractical, or fail to account for important constraints or needs.	Shows little to no understanding of institutional needs. Policy proposals are missing, irrelevant, or fundamentally flawed in conception or execution.
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Rubric for DInfSci Outcome 2

Articulate the values of community engagement in real-world organizations

To be assessed using assignments from: *INST823 Participatory Design and Participatory Action Research*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Identify and explain foundational values of community engagement	Clearly articulates foundational values of community engagement with insight into their ethical, historical, and social justice roots. Demonstrates strong theoretical grounding.	Accurately describes core values and explains their general importance in organizational settings.	Identifies some values but lacks depth, clarity, or consistency in explanation.	Fails to identify relevant values or misrepresents them.
Evaluate how organizational strategies and actions reflect or neglect those values	Thoughtfully analyzes institutional needs and external constraints; crafts detailed, feasible, and contextually appropriate policies demonstrating both strategic insight and practical awareness.	Analyzes institutional needs and drafts coherent policies that are generally appropriate and workable, though they may be somewhat basic or lack strategic depth.	Attempts to analyze institutional needs but does so superficially; policy proposals are underdeveloped, impractical, or fail to account for important constraints or needs.	Shows little to no understanding of institutional needs. Policy proposals are missing, irrelevant, or fundamentally flawed in conception or execution.

Rubric for DInfSci Outcome 3

Produce organizational management deliverables that are universally usable

To be assessed using assignments from: *INST831 Information Policy*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Design for accessibility and inclusivity across user groups	Designs outputs using universal design principles, ensuring usability across diverse linguistic, cognitive, physical, and cultural needs. Demonstrates inclusive thinking throughout.	Applies standard accessibility practices with some attention to user diversity. May overlook nuanced or intersectional needs.	Basic effort to make deliverables usable, but design is inconsistent or excludes important user groups.	Deliverables are inaccessible or poorly adapted to intended audiences.
Demonstrate clarity, structure, and utility of deliverables for professional use	Delivers polished, well-structured, and highly functional outputs aligned to real-world organizational standards and needs.	Produces functional and mostly clear deliverables suitable for professional contexts.	Deliverables are uneven in clarity, structure, or applicability.	Deliverables lack professional structure or utility.

Rubric for DInfSci Outcome 4

Conduct successful leadership and community engagement-focused financial and human resources management

To be assessed using assignments from: *INST 824 Inclusive Leadership for Information Organizations*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Develop and manage budgets that reflect community engagement values and organizational priorities	Constructs detailed, transparent, and responsive budgets that align closely with organizational goals and community engagement principles. Demonstrates strategic allocation, accountability, and capacity-building focus.	Develops appropriate budgets that support organizational and engagement goals. Displays sound financial reasoning and general alignment with values.	Budgeting shows basic functionality but limited consideration of strategic goals or community values. Justification is partial or unclear.	Budgets are disorganized, unrealistic, or misaligned with institutional or engagement objectives. Lacks basic financial planning skills.
Implement equitable and strategic human resources practices that support leadership and inclusion	Applies inclusive HR strategies grounded in equity, transparency, and growth. Demonstrates leadership in recruitment, retention, and staff development aligned with engagement goals.	Uses established HR practices effectively, with some attention to equity and organizational fit. Supports staff development and team cohesion.	HR practices are present but lack depth, strategy, or consideration of diversity and inclusion. May be reactive rather than proactive..	Displays minimal understanding of HR management. Practices may be ineffective, inequitable, or absent.

Rubric for DInfSci Outcome 5

Apply advocacy skills to make positive change and build support for leadership and community engagement concepts

To be assessed using assignments from: INST825 The Public Intellectual.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Communicate effectively to advocate for change within an organization	Uses compelling, tailored messaging and media to advocate for change. Demonstrates mastery of persuasive communication and alignment with organizational context.	Advocates effectively with clear messaging and relevant rationale.	Attempts advocacy communication but lacks strategic focus or coherence.	Advocacy is absent, unclear, or misaligned with goals or context.
Build stakeholder coalitions and mobilize support for leadership and engagement goals	Strategically engages diverse stakeholders and demonstrates strong coalition-building skills. Leverages data and relationships to build momentum.	Engages relevant stakeholders and builds general support for change.	Stakeholder engagement is limited or poorly targeted.	No evidence of stakeholder engagement or coalition-building efforts.

Part II: Quality Assurance

In addition to learning outcomes assessment, we will also conduct periodic review of the program's online courses using benchmarks established by the Online Learning Consortium, whose assessment tool we append to this document.

Administration of Online Programs

OLC Quality Scorecard Suite

The Administration of Online Programs scorecard provides benchmarks and standards to help you evaluate your online learning programs in the areas of: Institutional Support, Technology Support, Course Development and Instructional Design, Course Structure, Teaching and Learning, Faculty Support, Learner Support and Evaluations and Assessment.

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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Institutional Support

Score

1	The institution's mission, value and strategic plan are inclusive of online learning and the structure for delivering online education supports the institution's mission, values and strategic plan.	
2	The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.).	
3	The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education.	
4	The institution has a process to enable systematic and continuous improvement related to the administration of online education.	
5	The institution has a process for strategic planning and resource allocation for the online program, including human and financial resources.	
6	The institution demonstrates sufficient resource allocation, including human and financial resources, in order to effectively support the mission of online education.	
7	The institution has policy and guidelines (including regional accrediting requirements) that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices effective in verifying student identification.	
8	The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated.	
SUBTOTAL (out of 24)		
NOTES		

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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Technology Support

Score

1	The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.*	
2	A centralized technology system provides support for building and maintaining the online education infrastructure. *	
3	A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established accreditation standards and regulatory requirements. *	
4	Institutional technology systems [related to online programs] are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards, which include appropriate power protection, backup solutions, disaster recovery plans, etc.	
5	The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption.	
6	The course delivery technology is considered a mission-critical enterprise system and supported as such.	
7	Faculty, staff, and students are supported in the development and use of new technologies and skills.	
SUBTOTAL (out of 21)		
NOTES		

Course Development and Instructional Design

Score

1	Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are in place, periodically reviewed and followed. *	
2	Course development guidelines are in place and followed to ensure courses are designed so that students develop necessary knowledge and skills to meet measurable course and program learning outcomes. *	
3	Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. *	

	0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
4	Student-centered instruction is considered during the course development process.			
5	There is consistency in the design of course navigation and utilization of course components to support student retention and quality.			
6	Course design promotes both faculty and student engagement.			
7	A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.			
8	Policies are in place to ensure instructional materials are easily accessible to the student and easy to use, with an ability to be accessed by multiple operating systems and applications.			
9	Usability tests are conducted and applied, and recommendations based upon Web Content Accessibility Guidelines (WCAGs) are incorporated.			
10	Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources.			
11	Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices). *			
12	The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. *			
13	The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses. *			
14	Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance).			
15	Course embedded technology is actively used to support the achievement of learning outcomes. *			
16	Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate.			
17	Expectations for assignment completion, grade policy and faculty response are clearly provided in the course syllabus. *			
18	Rules or standards for appropriate online student behavior are provided within the course.			
SUBTOTAL (out of 33)				

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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NOTES

Teaching and Learning

Score

1	Student-to-Student and Faculty-to-Student interaction are essential characteristics and are encouraged and facilitated. *	
2	Instructors use effective strategies to create a presence in the course.	
3	Feedback on student assignments and questions is constructive and provided in a timely manner. *	
4	Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.	
SUBTOTAL (out of 12)		
NOTES		

Faculty Support

Score

1	Faculty have access to university policy about intellectual property and it addresses online learning.	
2	The institution ensures faculty receive training, assistance, and support to prepare faculty for course development. *	
3	Technical assistance is provided for faculty during online course development. *	
4	Faculty have access to training, online resources and support related to Fair Use, plagiarism, and other relevant legal and ethical concepts. *	
5	The institution ensures faculty receive training, assistance, and support to prepare faculty for teaching online. *	
6	Faculty are provided on-going professional development related to online teaching and learning.	
7	Technical assistance is provided for faculty during online teaching. *	
8	Clear standards are established for faculty engagement and expectations around online teaching (e.g. response time, contact information, etc.) and periodically reviewed.	
9	Faculty are informed about institutionally supported education technologies and the	

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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	selection and use of new tools.	
SUBTOTAL (out of 27)		
NOTES		

Learner Support

Score

1	Before starting an online program, students are advised about the program to determine if they have access to the minimum technology skills and equipment required. *	
2	Before starting an online program, students have access to information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. *	
3	Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment.	
4	Opportunities are provided to engage students with the program and institution in order to minimize feelings of isolation.	
5	Program demonstrates a student-centered focus that also addresses online student needs rather than trying to fit existing on-campus services to the online student.	
6	Institutional communications (website, email, letters, etc.) provide clear and timely information to students on where to enlist assistance (advising, billing, library, etc.).	
7	Students are provided noninstructional support services such as admission, financial assistance, registration/enrollment, etc.	
8	Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. *	
9	Students have access to effective academic and career counseling.	
10	Students have access to personal counseling.	
11	Policy, processes and resources are in place to support students with disabilities.	
12	Support personnel are available to address student questions, problems, bug reporting and complaints. *	
13	Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic	

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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	databases, interlibrary loans, government archives and any new services offered. *	
14	Online tutoring is available as a learning resource.	
15	The institution and/or the instructor provides guidance/tutorials for students in the use of all forms of technologies used for course delivery.	
SUBTOTAL (out of 45)		
NOTES		

Evaluation and Assessment

Score

1	The program is assessed through an evaluation process that applies specific established standards. *	
2	A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. *	
3	Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness and effectiveness. *	
4	Course evaluations collect feedback on the effectiveness of instruction and the quality of online course materials in relation to faculty performance evaluations.	
5	A process is in place and followed for the institutional assessment of faculty online teaching performance.	
6	A process is in place and followed for the assessment of support services for faculty and students.	
7	A process is in place and followed for the assessment of student retention in online courses and programs.	
8	Program demonstrates compliance and review of accessibility standards (Section 508, etc.).	
9	A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program.	
SUBTOTAL (out of 27)		
NOTES		

Scorecard Summary

Score

Institutional Support (24 points)	
Technology Support (21 points)	
Course Development and Instructional Design (33 points)	
Course Structure (21 points)	
Teaching and Learning (12 points)	
Faculty Support (27 points)	
Learner Support (45 points)	
Evaluation and Assessment (27 points)	
TOTAL	
POINTS POSSIBLE	210

* Adapted from Institute for Higher Education Policy's Quality on the Line: Benchmarks for Success in Internet-based Distance Education (2000).

Appendix C: Course Descriptions

Foundational Courses

INST820 Literacies for Leadership (3 Credits)

Effective leadership requires understanding many specialized literacies. This course focuses on core literacies for leadership in the field of information: political literacy, legal literacy, facilities literacy, policy literacy, institutional policy literacy, and financial literacy. Each of these literacies is individually important to leadership, and together these literacies form the basis of understanding and navigating many of the contexts in which information institutions exist.

INST821 The Researching Professional (3 Credits)

Research design and methodologies for information professionals who conduct research to identify and address real-world problems relating to information equity and inclusion within their organizations and beyond. The goal of this course is to prepare students to design and carry out research investigations that can help inform their approach to identifying and addressing specific problems or challenges relating to information equity and inclusion at their workplace & beyond.

Core Courses

INST610/830 Information Ethics (3 Credits)

Investigation of the diverse range of ethical challenges facing society in the information age. Ethical theories, including non-Western and feminist theories. Application of theories to information ethics issues.

INST612/831 Information Policy (3 Credits)

Nature, structure, development and application of information policy. Interactions of social objectives, stakeholders, technology and other forces that shape policy decisions.

INST613/832 Information and Human Rights (3 Credits)

An examination of information as a human right, including topics: social, cultural, economic, legal, and political forces shaping information rights; the impact of information rights on information professions, standards, and cultural institutions; and information rights and disadvantaged populations.

INST620/833 Diverse Populations, Inclusion, and Information (3 Credits)

Importance of equality of information access. Social, political, and technological barriers to information. Information needs of diverse and underrepresented populations. Principles of inclusive information services.

INST822 Program Assessment and Evaluation (3 Credits)

This course provides an introduction to program assessment and evaluation for public, non-profit, and private-sector information organizations. It emphasizes the direct application of analytical skills and tools specifically appropriate to information organizations and includes focused practice in applying process evaluation and quasi-experimental methodologies. Attention is given to critical theories of evaluation and to cultural competence skills required to conduct assessment and evaluation activities while attending to various dimensions of diversity.

INST823 Participatory Design and Participatory Action Research (3 Credits)

Participatory Design (PD) is an array of Human-Computer Interaction (HCI) theories, practices, and research methods whose core philosophy is to include end-users as active participants in the design process. Similarly, Participatory Action Research (PAR) approaches and methods aim to equalize power relations between researchers and “the researched,” emphasizing the importance of honoring, learning from, and designing in partnership with the lived experiences and situated knowledge of local community members. This course provides an introduction to the design and implementation of participatory design approaches and participatory action research (PAR) as methods to inform adaptive leadership and create organizational change.

INST824 Inclusive Leadership for Information Organizations (3 Credits)

This course aims to explore the range of human diversity and understanding how this plays into creating an inclusive information organization. To support the leadership development of each student, this course focuses on the complex dynamics of varying forms of diversity in organizations, as seen from the vantage points of social science, industrial/organizational psychology, and organizational studies. The course will adopt multiple levels of analysis to critically explore the current state of theory, research, and application regarding the role and treatment of differences and the creation of equity and inclusion in the workplace.

INST825 The Public Intellectual (3 Credits)

This course prepares students to make research results accessible to public audiences, through content creation, public speaking, and media interviews. Students will study existing public intellectuals, communications strategies, and get hands-on practice communicating their own research interests across media.

Inquiry Group**INST001 Inquiry Group (0 Credits)**

This is a non-credit bearing course that students take each semester. Inquiry groups are cross-cohort communities of practice, designed to assemble students with shared institutional contexts and/or research areas. Each group will run a self-directed readings seminar where they will share problems of practice, research questions, and/or related literature.

Summative Course

INST826 Access, Accessibility, and Equity (3 Credits)

This course examines the central roles of equitable access and accessibility of information and technology in society. Exploring these issues in contexts of government, commerce, social services, and other spaces, this course introduces the social, cultural, financial, and educational impacts of equitable and inequitable access and accessibility of information and technology. This course will introduce numerous ways to promote equitable access and accessibility of information and technology through institutional leadership and the accompanying positive benefits to the institution.

Capstone Preparation

INST838 Capstone Preparation Course (3 Credits)

Students prepare for oral qualifying exams to show program mastery and shape their capstone focus.

Capstone

INST829 Doctoral Capstone (6 Credits)

The culminating experience of the Doctor of Information Science program, in which students design, implement, and defend a leadership and community engagement project in partnership with an organization.

TOPIC: Campus Safety

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: Friday, October 17, 2025

SUMMARY: Campus safety is a daily concern for institutions of higher education across the nation. The Committee is being provided information on the many processes in place to keep USM institutions and community members safe. Dr. Zakiya Lee will lead a panel including vice presidents for student affairs, Brian Clemmons (Bowie State University), Renique Kersh (UMBC), and Nicole Marano (UBalt) and chief of police, Tom Leone (UMB), who will offer insight into how safety and security issues are managed on our campuses.

ALTERNATIVE(S): Information Only

FISCAL IMPACT: Information Only

CHANCELLOR'S RECOMMENDATION: Information Only

COMMITTEE ACTION: Information Only

DATE: October 17, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn

301-445-1992

awrynn@usmd.edu

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: October 17, 2025

SUMMARY: Annually, the University System of Maryland (USM) Office of Academic and Student Affairs facilitates the distribution of scholarships to students and research funds in support of its faculty. These include smaller scholarships and larger ones, such as the USM Regents Scholars Program. This program awards scholarships to exceptional students to pursue their education at one of the USM institutions. Full and partial scholarships are awarded to first year and transfer students to attend an undergraduate program on a full-time basis.

The Wilson H. Elkins Professorship is designated to supplement an existing faculty line and/or to support faculty research. Special effort is made to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of the institution and the entire University System of Maryland. The Professorship is an opportunity for the faculty member and institution to build on their strengths to be of greater service to its students and to society.

These awards are supported by endowed funds, which are managed by USM officials.

The Elkins Professorship summary reveals the names, institutions, and project descriptions of the FY26 awardees. The USM scholarships report includes information about the different scholarships.

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: October 17, 2025
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BOARD ACTION:	DATE:
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SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

Wilson H. Elkins Professorship

The Elkins Professorship, which began in 1978 at the University of Maryland, College Park, was established to perpetuate the name and contributions of Wilson H. Elkins, a former Rhodes Scholar who led the University of Maryland to new levels of distinction as its president from 1954 to 1978. When the new University System of Maryland began in 1988, Dr. Elkins agreed that the professorship bearing his name should extend to the entire USM family. The Professorship may be used to recruit an outstanding individual to an institution to fill a vacancy or to provide special recognition and support to retain a current outstanding member of the faculty. An internal USM committee evaluates nominations and makes special effort to bestow the award in those areas where the Elkins Professor will have an opportunity to make an important contribution to the teaching, research, and public service mission of their institution and the entire University System of Maryland. Direct involvement with undergraduate and/or graduate students and outreach to other institutions within the System are hallmarks of the Elkins Professors. The Professorship is an opportunity for institutions to build on their strengths and to be of greater service to their students and to society.

FY26 Elkins Professorship Awardees Elkins Traditional Professorships

Dr. Darsana Josyula, Professor, Department of Computer Science at Bowie State University (BSU). Dr. Josyula will establish a Collaborative Hub for Adaptive Human-AI Teaming, anchored at BSU through the Autonomous Technologies Lab, that integrates cutting-edge research, student internships, faculty collaboration, and STEM outreach. This project will expand student-led innovation, regional workforce development, and equitable access to AI research and education. Dr. Josyula has received a \$52,500 award.

Dr. Elisabeth Smela, Professor of Mechanical Engineering at the University of Maryland, College Park. The award supports the rollout of a broadly accessible certificate program focused on sustainability in collaboration with the UMD Teaching and Learning Transformation Center and the Office of Sustainability and the development of a searchable database of sustainability-related assignments across a variety of disciplines and fields, curated and recommended by an AI concierge. Dr. Smela received a \$80,000 award. (\$40,000 per year/this is year one of two)

Dr. Rabi Akande, Associate Professor at the University of Maryland, Baltimore's Carey School of Law. This is year two of a two-year award for a project exploring the relationship between law and colonial power. This project engages students and personnel within the communities being studied and will result in scholarship, a workshop series, podcasts, and conference presentations. Dr. Akande was awarded \$80,000 (\$40,000 per year; this year two of two).

Elkins Academic Transformation Fellowships

The Elkins Professorship for Academic Transformation is a prestigious fellowship awarded to faculty within the University System of Maryland. New for AY2025-2026, the fellowship supports innovative projects focused on the use of Generative AI to advance academic transformation. Three awards of up to \$10,000 each will be granted to faculty focused on the use of Generative AI to enhance teaching and learning.

- **Dr. Amanda Jozkowski**, Associate Professor and MS Program Director at Towson University, will use funds to develop the AI-Responsive Instruction and Student Engagement (ARISE) Project to enhance teaching and learning through the structured integration of generative AI into course design.

- **Dr. Eric Stokan**, Associate Professor of Political Science and Director of the Center for Social Science Scholarship at the University of Maryland, Baltimore County will use the funds to develop and disseminate open-source, modular training materials in computational social science and generative AI built around a forthcoming book authored in Bookdown.
- **Dr. David Leasure** at the University of Maryland Global Campus will use funds for the for the adaptation and scale-up of a course-specific, generative AI-based faculty coaching tool.

Scholarship of Teaching and Learning Fellows

The 2025-26 Elkins SoTL Fellows are:

Wyletta Gamble-Lomax, Associate Professor of Elementary Education, Coppin State University

Melissa Budgal, Associate Professor of English Director, University Writing Center Director, Writing Across the Curriculum, Salisbury University

Rebecca Anthony, Associate Professor, Social Work, with co-principal investigator, Rachel Buchanan, Associate Professor, Social Work, Salisbury University

Mandee Booth, Assistant Instructor, School of Pharmacy, University of Maryland, Baltimore

Jason Farman, Professor of American Studies, Associate Dean of the Graduate School, University of Maryland, College Park

Jennifer Rae Myers, Assistant Professor, Hearing and Speech Sciences, with co-principal investigator, Kristin Slawson, Clinical Associate Professor, Hearing and Speech Sciences, University of Maryland, College Park

Kelsie Endicott, Coordinator of the Graduate Writing Center, University of Maryland Eastern Shore

Lari Warren-Jeanpiere, Collegiate Professor, Social Sciences, with co-principal investigator, Dominique Hammonds, Collegiate Professor, Clinical Professional Counseling, University of Maryland Global Campus

University System of Maryland Scholarship Programs
AY 2025-2026

The University System of Maryland administers more than two dozen endowed scholarship funds that help in-state students from across the System afford an undergraduate education. Some are small, providing less than \$1,000 once to one student. The largest scholarships, those that cover all or most of the cost of attendance for an in-state student, are the highly competitive Regents Scholarships, which are funded through nine endowment funds. Because of the expense of these awards, the nine Regents scholarship funds do not all have new awardees each year; the timing depends on the size of the endowment. Most awards require full-time attendance, with more flexibility in a couple of the transfer-focused scholarships.

All the scholarships have been provided by the generosity of donors who want to assist students, often in memory of someone who was dedicated to education. While some scholarships look solely at academic merit, others have additional criteria relating to students' demonstration of financial need or another criterion such as academic discipline.

Regents Scholarship applications for transfer students are reviewed by USM staff, and this year, there were dozens of highly competitive applicants for just a few full scholarships. Partial scholarships are being provided to about a dozen applicants who were not awarded full scholarships. This year, to ensure that new first-year students' Regents Scholarships are awarded consistent with their intent—to yield academically outstanding students—the scholarships have been directed to the campuses, with a process of rotation, to ensure that the awards can be presented to students as early as possible.

In the spring of 2025, USM staff piloted a retention grant program by consolidating spendable income from a number of funds that provide need-based awards. This program was designed to make grants of \$500-\$3,000 to assist in-state students with documented financial need in spring. Over 200 students (212) were served through this pilot, which awarded \$234,219. The quasi-endowment fund will be used to continue to make these kinds of awards.

Projected Spending for the University System of Maryland Scholarships
AY 2025-2026

Type of Scholarship	New Awards	Continuing Awards	Average Award Amount	Aggregate Amount (estimated)	Notes
Regents – full	4-Transfer Students from MD community colleges	4-Students originally awarded as MDCC transfer students	\$37,503.66	\$225,022	Amounts have been calculated for the full Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.

	4- First-year awards	6-Students originally awarded as first-year students	\$38,769.60	\$387,696	Amounts have been calculated for the Regents Scholarship numbers to include the remission of tuition & fees provided by the USM institutions.
Subtotal for AY 25-26	8	10	\$38,136.63	\$612,718	

Other Scholarships	3- Kelly Access Opportunity Grants (transfer) 1- Kelly Access Opportunity (1 first-year)	8-Kelly Access Opportunity Grants (both transfer and first-year awards)	\$4,000	\$48,000	The Kelly Fund supports need-based awards and is the largest of the scholarship funds.
	15 from 15 funds for partial scholarships	4-continuing students from 2 funds	\$1,789.47	\$34,000	
Fatzinger- One-Time Transfer Awards	9 students	N/A	\$2,000	\$18,000	One-time awards
Wild Near-Completer Awards	Estimate 83	N/A	\$2,650 est.	\$220,000	One-time awards to drive completion; FY2025 average award was \$2,650
Retention Grant Funds	Estimate 200	N/A		\$218,000	Award range of \$500-\$3,000
Subtotal for AY 25-26				\$538,000	

Projected total amount of awards = \$1,150,718 to serve an estimated 341 students.

**SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION**

TOPIC: University System of Maryland: Amendment to the Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: The Finance Committee is asked to recommend Board approval of an amendment to the Forty-Seventh Bond Resolution to authorize an additional \$4,000,000 in revenue bonds for the Bowie State University “Refurbish Tubman Hall” project.

With this amendment, the total revenue bond authorization supporting the project will increase to \$14,050,000, and the overall bond resolution total will increase from \$96,059,000 to \$100,059,000.

The Board of Regents previously adopted the Forty-Seventh Bond Resolution on June 13, 2025, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds in the amount of \$96,059,000. That funding was allocated between auxiliary projects approved by the Board and academic projects authorized by the State Legislature. The request to increase the total funding for the Bowie State project was approved by this committee on September 3, 2025, and subsequently approved by the full Board on September 19, 2025.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The project may be delayed without this authorization.

FISCAL IMPACT: Issuance of an additional \$4,000,000 of bonds would result in debt service of approximately \$318,000 per year for 20 years at 5.0%.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Amendment to the Forty-Seventh Bond Resolution.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL**DATE: 10/27/25**

BOARD ACTION:**DATE:**

SUBMITTED BY: Ellen Herbst (301) 445-1923

AMENDMENT TO

FORTY-SEVENTH BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

**AMENDMENT TO
FORTY-SEVENTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND**

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (as the same may be amended or supplemented from time to time, “Title 19”), the University of Maryland System (the “System”) is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects", as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted on May 3, 1989, the System approved the Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the Indenture and the Forty-Seventh Bond Resolution of the Board of Regents of the University System of Maryland adopted on June 13, 2025 (the “Forty-Seventh Bond Resolution”), the System authorized the issuance and sale of up to \$96,059,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as defined in the Forty-Seventh Bond Resolution) in one or more series from time to time, subject to the terms and conditions of the Forty-Seventh Bond Resolution and the Indenture and secured by and payable from the Trust Estate pledged under the Indenture;

WHEREAS, the System desires that this Forty-Seventh Bond Resolution serve and constitute as a declaration of official intent within the meaning of, and for the purposes set forth in Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF MARYLAND SYSTEM THAT:

ARTICLE I

DEFINITIONS

Except as otherwise provided herein, all capitalized terms contained in the Indenture and the Forty-Seventh Bond Resolution when used in this Amendment shall have the same meaning herein as set forth in the Indenture and the Forty-Seventh Bond Resolution.

ARTICLE II

AMENDMENTS TO FORTY-SEVENTH BOND RESOLUTION

Section 2.01. Increase in Principal Amount of Forty-Seventh Resolution Bonds Authorized. The Forty-Seventh Bond Resolution is hereby amended by deleting the number “\$96,059,000” and inserting in lieu thereof “\$100,059,000” in each place in which such numbers and words appear to align with the spending authorized by the State Legislature.

ARTICLE III

EFFECTIVE DATE

Section 3.01. Effective Date. This Amendment shall be effective on the date of its adoption by the Board of Regents

ADOPTED, this 31st day of October, 2025.

TOPIC: Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: Salisbury University requests Board approval to increase funding by \$2.4 million for the Commons Building Kitchen HVAC Replacement project, bringing the total authorization to \$14.4 million. The additional funding is needed to address substantial cost escalations in specialized mechanical equipment and local labor since the project's original 2021 estimate. The work will replace aging ventilation, exhaust, and fire suppression systems that are critical to maintaining operations in the University's only dining facility.

The project will replace end-of-life mechanical systems essential to food preparation, including thirteen exhaust hood systems, two dishwasher exhaust hoods, one conveyor dishwasher with ducted exhaust, multiple general exhaust fans, seven make-up air units, and associated fire suppression systems and ductwork.

Originally authorized in the FY 2026 System Funded Construction Program for \$12.0 million of institutional funding, the project's original cost was based on a 2021 engineer's estimate with standard escalation. As stated above, significant increases in specialized equipment pricing and local mechanical labor costs have since driven the budget higher.

The design/build contractor, Whiting-Turner, is under contract, has provided updated estimates, and is prepared to bid the work. Contracts resulting from this project authorization will not require the approval of the Board of Public Works.

ALTERNATIVES: Because the Commons Building kitchen is the University's only large-scale, licensed food preparation facility, delaying or reducing the project scope is not a viable option. Continuing to operate with failing mechanical systems would risk disruption of dining services and noncompliance with health and safety standards, while closure of the facility would displace students who depend on the Commons as their primary dining location and result in the loss of millions of dollars in dining revenue. Proceeding with full replacement at this time is the only practical and responsible course of action.

FISCAL IMPACT: The University will fund the project through institutional resources. Although the replacement represents a significant investment, the new, more efficient mechanical systems are expected to generate annual utility savings of approximately \$75,000.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Salisbury University's request to increase the project budget authorization to a total of \$14.4 million for the Commons Building Kitchen HVAC Replacement, as described.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 10/27/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SU COMMONS KITCHEN HVAC

Project Cost Summary

SU - Commons Building - Kitchen and Ventilation

	Prior Budget Amt	Modification
Date	Mar-25	Oct-25
Stage of Estimate	Design	Post-Bidding (Construction)
Design/Fees*	\$510,000	\$510,000
Construction Cost	\$9,165,000	\$11,252,000
Design Contingency (10%)	included	included
Gen Contingency (15%)	\$1,375,000	\$1,688,000
Inspection and Testing	\$250,000	\$250,000
Project Management	\$500,000	\$500,000
Project Total	\$11,800,000	\$14,200,000
Notes:	*The project is being done under a Design/Build contract.	

Rev 9/10/2025



(1) COMMONS BUILDING KITCHEN - HVAC REPLACEMENT

Commons Building
Kitchen HVAC Replacement
Project

SALISBURY UNIVERSITY
FACILITIES & CAPITAL MANAGEMENT

1123 SOUTH DIVISION STREET
SALISBURY, MD 21801
410 - 543 - 6215

TOPIC: Towson University: Central Utility Plant Fire Restoration (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: Towson University requests Board approval of \$9.7 million for repairs and restoration of its Central Utility Plant, which sustained fire damage following a severe storm on July 31, 2025. The project will replace three electrical substations and related systems to restore full, reliable power to the campus. Insurance proceeds will offset much of the cost, and the University is requesting to use fund balance to cover the deductible and any expenses not reimbursed.

The Central Utility Plant, originally built in 1914 and renovated in 1988 and 2009, sustained significant damage on July 31, 2025, when water from a major storm infiltrated the third level and caused Substation 2 to ignite. Sprinklers activated, and the fire was extinguished by the fire department, but all three substations in the switchgear room were exposed to water and subsequently deemed damaged beyond repair.

To maintain chiller plant operations until the unit substations are replaced, the University engaged an equipment rental company to connect a temporary substation, restoring functioning utilities to the academic core of campus.

The Central Utility Plant encompasses approximately 2,800 net assignable square feet and 31,800 gross square feet. The restoration effort involves replacing the three substations and renovating the associated chiller plant electrical system to improve redundancy and resiliency. The scope of work includes:

- New Roof
- Relocating rooftop
- Provide new substation in new configuration
- Provide new downstream distribution and reconfiguration of plant equipment to provide improved redundancy and resiliency
- Provide new equipment, including lighting and convenience power
- Provide new variable frequency converters for large motors
- Expand roof scuppers for increased water shedding to account for larger storms
- Replace wet-pipe sprinkler system with new dry-pipe system

Contracts resulting from this project will require approval from the Board of Public Works.

ALTERNATIVE(S): The University is currently using rented equipment to provide temporary power to the Central Utility Plant, ensuring continued operation of essential campus utilities within the main academic loop. While this temporary solution allows critical systems to function, it is a short-term measure that incurs ongoing costs. There are no viable long-term alternatives other than replacing the damaged equipment and restoring permanent infrastructure, as continued reliance on rental systems is not operationally or financially sustainable.

FISCAL IMPACT: Towson University will use fund balance for this project. The University is currently working with the State's insurance to assess the damage for reimbursement of expenditures for this project. The University will be responsible for the minimum deductible of \$2.3 million.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Towson University's project request of \$9.7 million for the Central Utility Plant Fire Restoration, to be funded through a combination of insurance proceeds and institutional fund balance for costs not covered by insurance, as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL.

DATE: 10/27/25

The committee recommended approval, with the condition that Towson University return to the December meeting to provide a breakdown of the elements of the project and confirm that the project total remains appropriate.

BOARD ACTION:

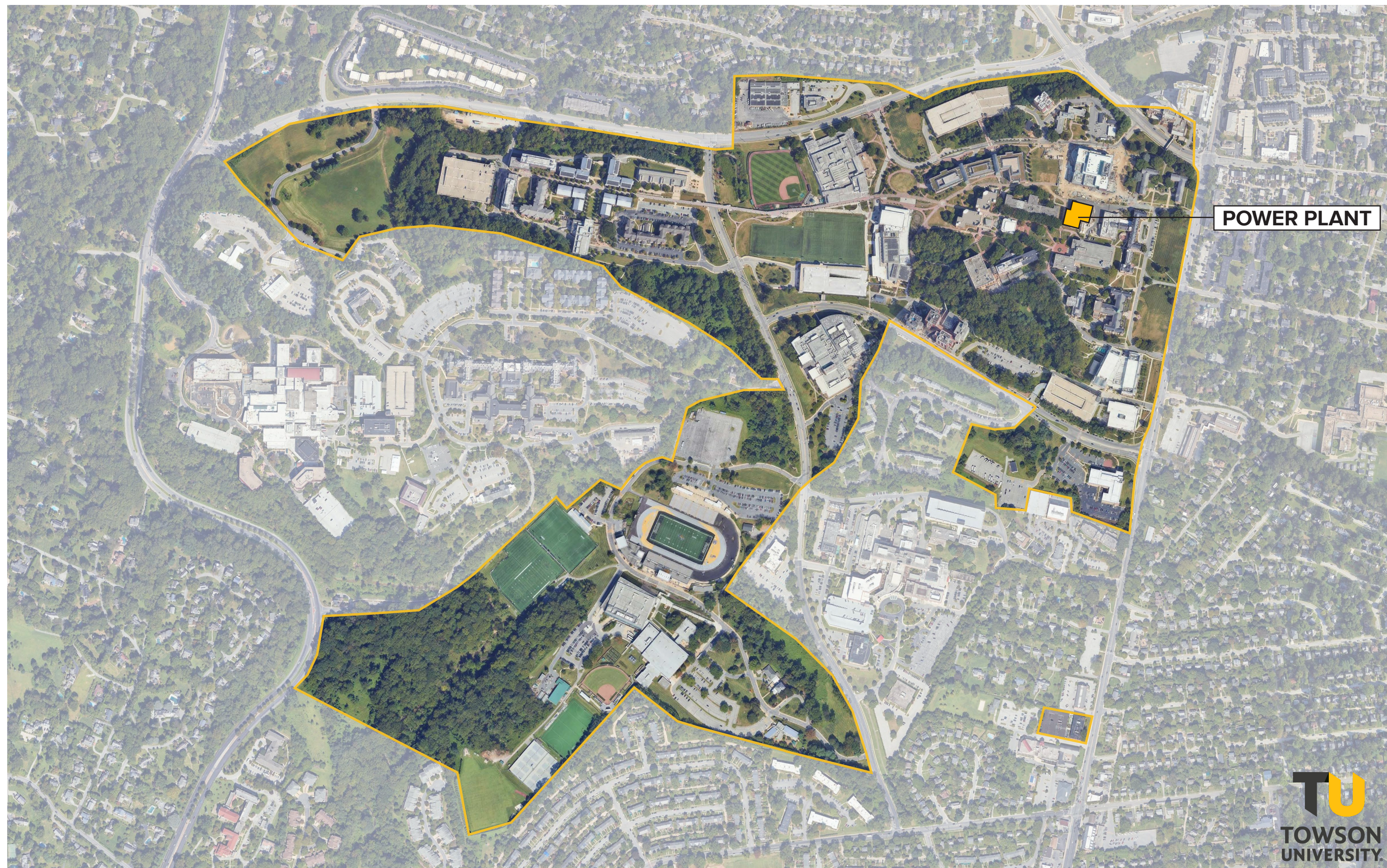
DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

Towson University - Central Utility Plant Fire Restoration

	Current Request
Date	9/10/2025
Stage of Estimate	Concept
Design/Fees	\$500,000
Construction Cost	\$8,000,000
Equipment	\$200,000
Contingency*	\$1,000,000
Project Total	\$9,700,000
*Notes:	Total contingency is \$1.8M (\$1.0M project contingency and \$0.8M contingency in construction)
Submitted by:	Cost estimate provided by TU Design & Construction



POWER PLANT



TOWSON
UNIVERSITY

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Report on FY 2025 Procurement Contracts (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: The USM Policy on Approval of Procurement Contracts requires that contracts of \$1 million to \$5 million, and emergency and expedited procurement contracts of \$5 million or more, shall be reported to the Committee on Finance annually.

Attached is the report of the procurement contracts awarded during Fiscal Year 2025 (July 1, 2024 – June 30, 2025). There were no reports of emergency or expedited procurements. As provided in the policy, the report does not include construction contracts for capital projects approved by the Board of Regents, sponsored research/education contracts and grants, and contracts pertaining to interests in real property.

Forty-nine contracts have been awarded that meet the reporting requirements totaling \$112,075,582. Of the total dollars awarded, 51% of the contracts were awarded to Maryland firms. The MBE participation on these contract awards was 8%.

ALTERNATIVES: This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: 10/27/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

USM Procurements Between \$1 million and \$5 million
For Fiscal Year 2025

<u>Inst.</u>	<u>Description of Procurement</u>	<u>Category</u>	<u>Method</u>	<u>Award</u>	<u>Amount</u>	<u>Fund Source</u>	<u>In- State</u>	<u>% MBE</u>
BSU	Campus Sewer Line Improvements	Construction	Competitive Sealed Proposals	Pipeway Energy Construction Inc.	\$2,271,589	Academic Revenue Bonds	Yes	30%
CSU	HVAC Equipment, Installation, Service, & Related Products	Maintenance	Cooperative Contract	Johnson Controls	\$1,019,128	Facilities Unrestricted	Yes	0%
CSU	Food Services - Renewal	Services	Competitive Sealed Proposal	Thompson Hospitality	\$3,554,000	Auxiliary Unrestricted	No	10%
CSU	Housekeeping	Services	Competitive Sealed Proposal	UG2, LLC	\$2,387,512	Auxiliary Unrestricted	No	10%
FSU	Campus Switch Gear	Maintenance	Cooperative Agreement	Trane	\$1,667,962	FY23 PAYGO	No	0%
FSU	Student Counseling Services	Services	Competitive Sealed Proposal	UPMC Western Maryland	\$3,600,000	Institutional Funds	Yes	0%
TU	Trane Service Agreement (5-year)	Maintenance	Cooperative Purchase	Trane US Inc.	\$1,840,902	General Funds	Yes	0%
TU	TU-2513 Barton Partial VRF Replacement	Maintenance	Cooperative Purchase	Centennial Contractors Enterprises Inc.	\$2,868,455	General Funds	Yes	15.5%
UBALT	Online/Virtual Bookstore Management Services	Services	Competitive Sealed Proposals	MBS Direct, LLC/Barnes and Noble College (BNC) Virtual Services	\$2,391,733	Revenue Generating Contract	No	0%
UMB	Saratoga Garage Structural Assessment GC	Maintenance	TORP - On Call GC	A.R. Marani Inc.	\$3,504,662	Plant Funds	Yes	14%
UMB	Campus LED Light upgrade fixtures	Maintenance	Cooperative Procurement Method	Anixter Inc.	\$3,368,988	Plant Funds	Yes	30%
UMB	Bar review courses and support	Supp & Equip	Exempt	Barbri Inc.	\$2,086,560	State Operating	No	0%
UMB	SOL Fin Tube Renewal	Maintenance	Cooperative Procurement Method	Boland Trane Services, Inc.	\$2,576,538	Plant Funds	Yes	30%
UMB	IHV Perimeter Heat System - Hydronic Fin Tube Renewal	Maintenance	Cooperative Procurement Method	Boland Trane Services, Inc.	\$1,305,046	Plant Funds	Yes	30%
UMB	Maryland Bar - Heating Plant Replacement	Maintenance	Cooperative Procurement Method	Boland Trane Services, Inc.	\$1,403,992	Plant Funds	Yes	30%
UMB	Preventative Maintenance Campus Chillers for CY2025	Maintenance	Cooperative Procurement Method	Boland Trane Services, Inc.	\$1,181,672	State Operating	Yes	0%
UMB	AHRB Air Handler Replacement	Maintenance	Cooperative Procurement Method	Boland Trane Services, Inc.	\$4,462,935	Plant Funds	Yes	40%
UMB	SON Renovate 3rd Floor North Wing	Construction	TORP - On Call GC	Brawner Builders, Inc.	\$1,725,690	Plant Funds	Yes	30%
UMB	SON 500 kW Emergency Generator Renewal	Maintenance	TORP - On Call Electrical	Cynergy Electric Company, Inc.	\$1,513,580	Plant Funds	Yes	15%
UMB	Cisco Enterprise Agreement - Wireless, Wired (switching) + ISE	IT Sup/Equip	Cooperative Procurement Method	Disys Solutions Inc.	\$1,028,073	State Operating	No	0%
UMB	A&F Pearl Street electric service	Maintenance	TORP - On Call Electrical	Dvorak, LLC	\$2,457,000	Plant Funds	Yes	12%
UMB	CY 25 Journal Subscriptions	Services	Exempt	EBSCO Industries Inc. DBA EBSCO Information Services LLC	\$2,374,259	State Operating	No	0%
UMB	Replacement of Howard Hall Building Heating and Preheat Water System	Maintenance	TORP - On Call Mechanical	Emjay Engineering & Construction Co Inc.	\$1,478,400	Plant Funds	Yes	30%
UMB	ATC/BAS UMB Campus	Maintenance	Competitive Sealed Proposal	Siemens Industry Inc.	\$1,451,173	State Operating	Yes	0%
UMB	Lipplnc.ott digital resources for BSN and MSN-E	IT Sup/Equip	Exempt	Wolters Kluwer Health Inc.	\$3,375,400	State Operating	No	0%
UMCP	Nichimy Prange Digitization	Information Technology	Sole Source	Nichimy Corporation	\$1,593,000	Institutional Funds	No	0%
UMCP	Elevate Workday Financial Data Warehouse	Information Technology	MEEC Contract	Deloitte Consulting LLP	\$2,000,000	Institutional Funds	No	0%
UMCP	Microsoft contract for UMD	Information Technology	MEEC Contract	Bell Techlogix Inc.	\$4,806,250	Institutional Funds	No	0%
UMCP	DIT-Enterprise Identity Management System	Information Technology	Competitive Sealed Proposal	Cdwg	\$2,287,932	Institutional Funds	No	0%
UMCP	DIT- FY25 CISCO Enterprise Voice System	Information Technology	Cooperative Purchase	Disys Solutions	\$1,155,265	Institutional Funds	No	0%
UMCP	FY25 CrowdStrike -Endpoint protection services-multiple years	Information Technology	Cooperative Purchase	Blackwood Associates Inc.	\$3,577,560	Institutional Funds	No	0%
UMCP	Req for non-food & paper items	Supplies	Competitive Sealed Proposal	Acme Paper & Supply Company Inc.	\$3,900,000	Institutional Funds	No	0%
UMCP	Georgia DOT HELP (Highway Emergency Link Platform)	Services	Competitive Sealed Proposal	Inrix Incorporated	\$2,571,033	Grant Funds	No	0%
UMCP	Elevator Modernization of 3 Elevator Cars 1-3 at Ellicott Hall	Building Maintenance	Competitive Sealed Proposal	Elevator Control Service	\$1,692,977	Plant, Capital Project	Yes	9%
UMCP	Aruba Renewal for campus wide network refresh	Information Technology	Competitive Sealed Proposal	Pier Group LLC	\$1,421,353	State Operating	No	0%
UMCP	SECU Stadium ADA upgrades for railings, bench seating, new steps, etc.	Building Maintenance	Competitive Sealed Proposal	Jeffrey Brown Contracting, LLC	\$1,577,324	Plant, Capital Project	Yes	25%

USM Procurements Between \$1 million and \$5 million
For Fiscal Year 2025

<u>Inst.</u>	<u>Description of Procurement</u>	<u>Category</u>	<u>Method</u>	<u>Award</u>	<u>Amount</u>	<u>Fund Source</u>	<u>In-State</u>	<u>% MBE</u>
UMCP	Cleaning Services at the XFINITY Center, SECU Stadium, and other Athletic Venues	Services	Competitive Sealed Proposal	Bolana Enterprises, Inc.	\$1,122,381	Self-Support	Yes	20%
UMCP	ServiceNow licensing campus wide	Information Technology	Cooperative Contract Purchase	ServiceNow Inc.	\$1,565,250	State Operating	No	0%
UMCP	Audio Visual Presentation System	Information Technology	MEEC Contract	Avi-Spl LLC	\$1,032,208	Plant, Capital Project	No	0%
UMCP	Dell computing equipment for High Performance Computing Center	Information Technology	MEEC Contract	Cambridge Computer Services Inc.	\$3,662,766	Grant Funds	No	0%
UMCP	Microsoft Azure Coverage for data storage	Information Technology	MEEC Contract	Bell Techlogix Inc.	\$1,787,806	Institutional Funds	No	0%
UMCP	Basketball Performance Center Audio-Visual	Information Technology	MEEC Contract	Midpoint Technology Group, LLC	\$1,233,356	Plant, Capital Project	Yes	25%
UMCP	Furniture	Supplies	Preferred Provider	Maryland Correctional Enterprises	\$2,619,485	Plant, Capital Project	Yes	0%
UMCP	FY25 Annual Digital Marketing for Intercollegiate Athletics	Information Technology	Sole Source	Learfield Sub, LLC. Db a Paciolan, LLC.	\$1,878,552	Auxiliary	No	0%
UMBC	Furniture and Workstations for Sherman Hall Renovation	Supplies & Equipment	Preferred Provider	MD Correctional Enterprise (MCE)	\$2,079,374	MCCBL	Yes	0%
UMES	Management of Food Dining Services	Services	Competitive Sealed Proposal	Thompson Hospitality	\$5,543,950	Auxiliary Unrestricted	No	4%
UMES	Electrical Energy	Commodity	Cooperative Contract	Washington Gas Energy Services	\$3,000,000	State Unrestricted	No	0%
UMES	Natural Gas Supply Transport & Delivery	Commodity	Intergovernmental Contract	Maryland Environmental Services	\$2,000,000	Facilities Unrestricted	Yes	0%
UMES	Natural Gas Supply Payments for FY22 were made in FY23	Commodity	Intergovernmental Contract	Maryland Environmental Services	\$1,072,512	Facilities Unrestricted	Yes	0%

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes from September 3, 2025, Public and Closed Sessions (action)

COMMITTEE: Governance & Compensation Committee

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: The members of the Governance & Compensation Committee will review the meeting minutes from a previous committee meeting.

ALTERNATIVE(S): The Committee can choose not to discuss this matter.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends the Board support this request.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE AND COMPENSATION

September 3, 2025

Meeting via Video and Conference Call

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 11:31 a.m. on Wednesday, September 3, 2025 via Zoom.

Those in attendance included Regents Leggett, Gooden, Lewis, Hur, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci, Lawrence, and Sandler; AAGs Langrill and Boyle; and Ms. Wilkerson, Ms. Perry, and Mr. Samuel.

1. Review of the Governance and Compensation Committee Charge, Role, and Responsibilities

(action) The Regents reviewed and approved the committee charge.

(Chair Gooden moved recommendation, seconded by Regent Smarick; approved)

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

2. Convening Closed Session (action) Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b). .

(Regent Wood moved recommendation, seconded by Regent Smarick; approved)

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

The public meeting was adjourned at 11:34 a.m.

Respectfully submitted,

Ike Leggett

Chair, Committee on Governance and Compensation



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

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 11:34 a.m. on Wednesday, September 3, 2025, via Zoom.

Those in attendance included Regents Leggett, Gooden, Lewis, Hur, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Masucci, Lawrence, and Sandler; AAGs Langrill and Boyle; and Ms. Wilkerson, Ms. Perry, and Mr. Samuel.

1. **Collective Bargaining Update (information)** (§3-305(b)(9)).
The Regents were provided with the status of collective bargaining negotiations at each USM institution. This item was presented for information purposes; there were no votes on this item.
2. **Update on a President's Board Membership (action)** (§3-305(b)(1)).
The Regents reviewed and approved an update on a USM president's external board membership.
(Regent Lewis moved the recommendation, seconded by Regent Smarick; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
3. **Review of Certain Contracts and Employment (information)** (§3-305(b)(1)).
The Regents reviewed personnel contracts, subject to review under Policy VII-10.0. This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 12:04 p.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance & Compensation



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Research and Economic Development

May 6th, 2025

Meeting via Video and Conference Call

Minutes of the Public Session

Regent Wood called the meeting of the Research and Economic Development Committee of the University System of Maryland Board of Regents to order in public session at 10:30 a.m. on May 6th via Zoom.

Those in attendance included 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

1. **Approval of Minutes** The Regents reviewed and the meeting 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. Regent Wood moved to hear the minutes as the next full board meeting in June

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

Vote Count = Yeas: 3 Nays: # 0 Abstentions: # 0

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.

The public meeting was adjourned at 12:10 P.M.

Respectfully submitted,

Regent Bill Wood
Chair, Committee on Research and Economic
Development

Towards a Sustainability Action Plan for the USM

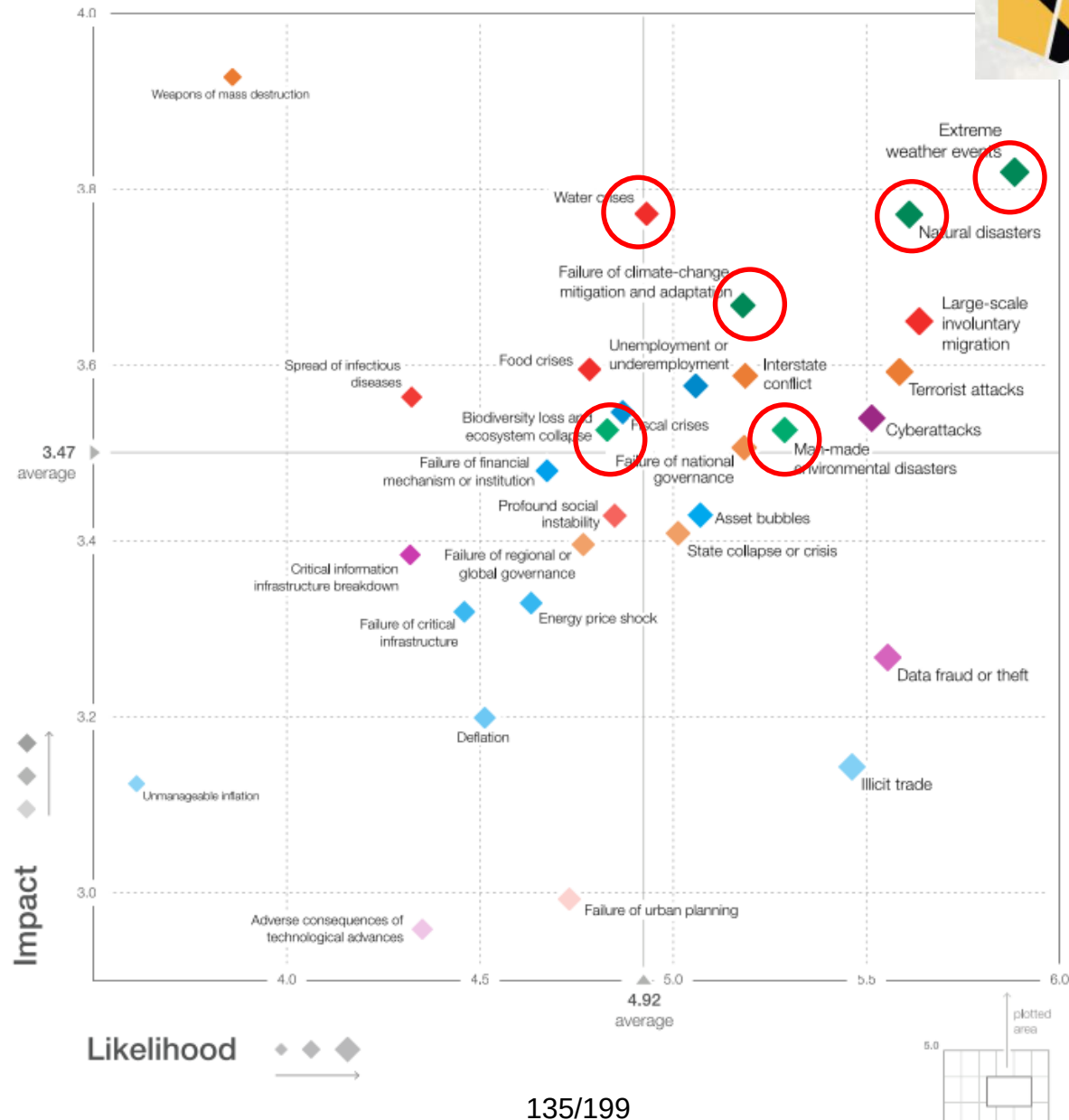
Briefing for the USM RED Committee

Proposal for Development
and Implementation

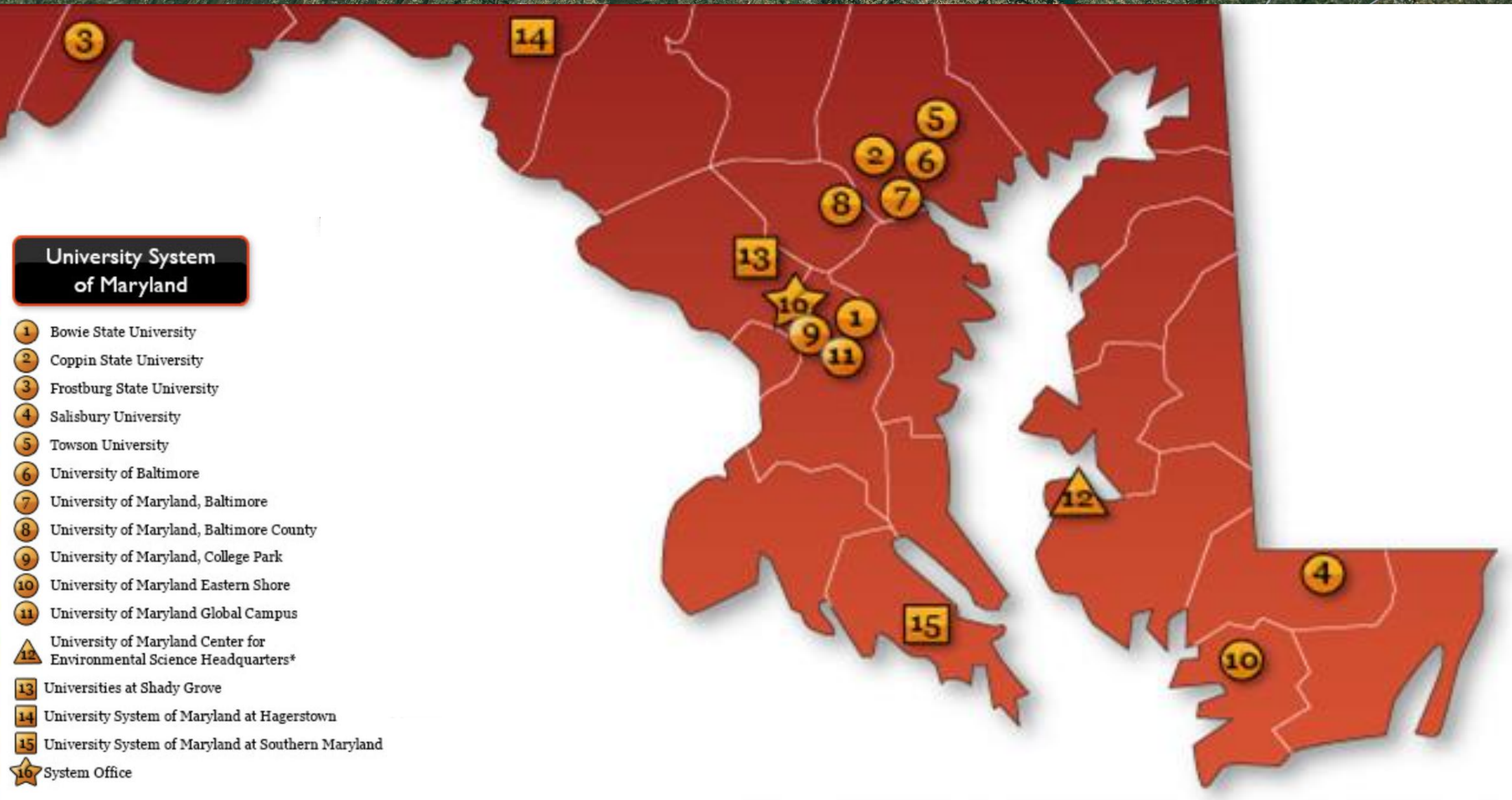
October 10, 2025



Global Risks to Businesses (WEF)



The USM and the Opportunity for Sustainability



Sustainability at the USM

- Sustainability in our **Vision 2030 Strategic Plan** (mid-term goal 2025-2027, and long-term goal 2027-2030 and beyond).
- Our planned Vision 2030 outcomes focus on reducing **environmental footprint** on natural resources and decrease contributions to **climate change**.
- We are going to **increase our competitive** advantage as a university system by including increased integration in the USM research and education portfolios -> **beyond operational**
- Sustainability is **good business** -> developing a **business plan** that prioritizes cost saving (e.g., energy savings, green procurement) and revenue generating (e.g., new programs, workforce development) opportunities -> **value proposition**.

Some Examples from other Systems/Institutions

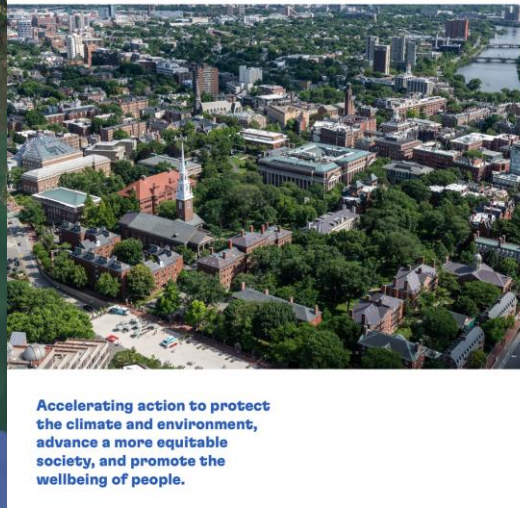
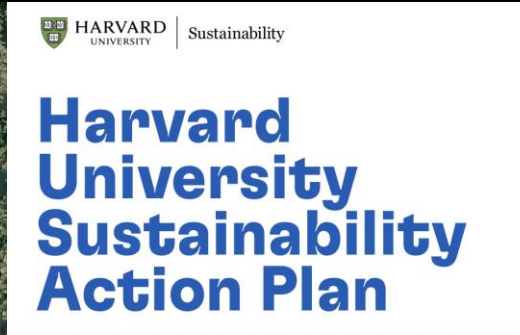
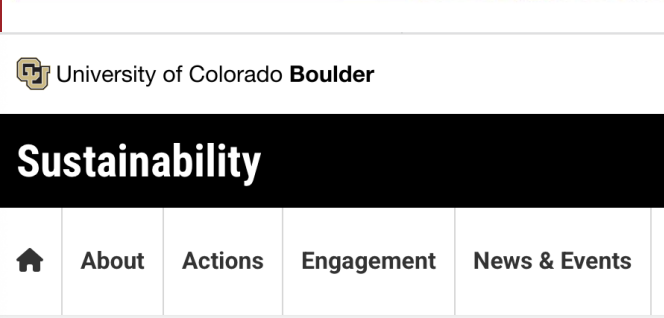
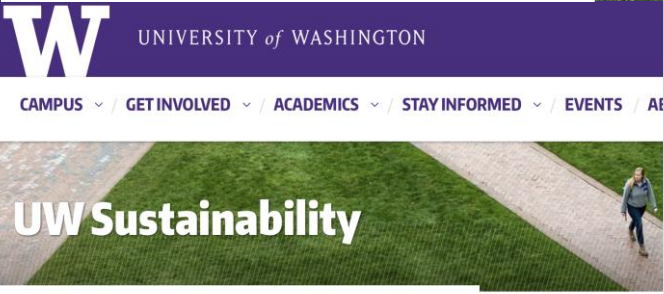


**SUNY
CLIMATE AND
SUSTAINABILITY
ACTION PLAN**

2025-2030

The SUNY logo, consisting of the letters "SUNY" inside a white circle.

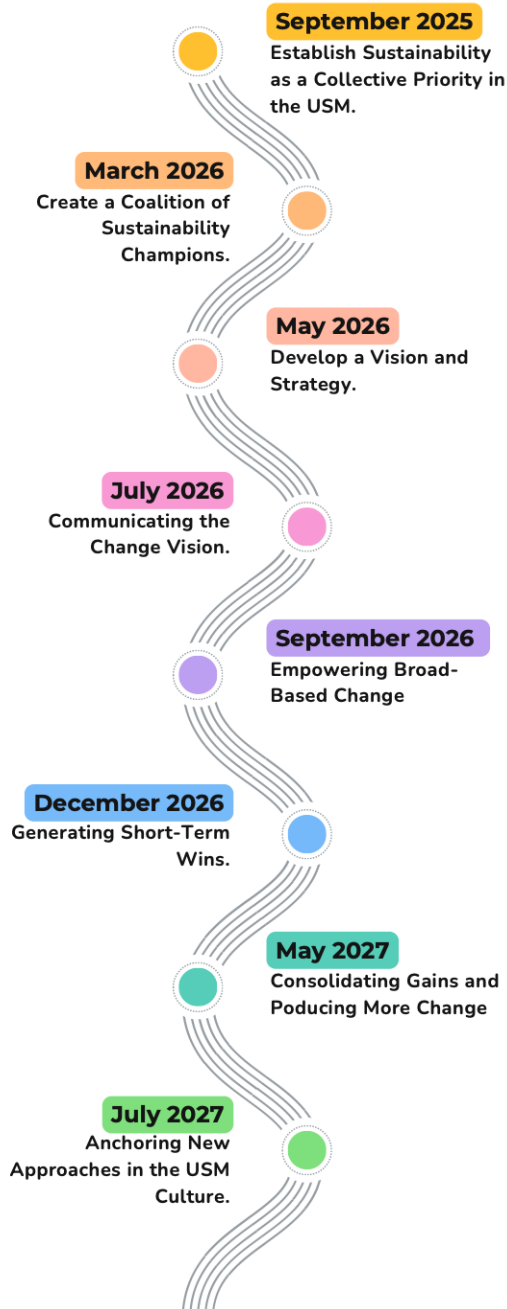
THE UNIVERSITY OF ARIZONA



Internal (USM) and External Scan

- All 15 USM institutions.
- Varying levels of practices and investments.
- Varying levels of awareness and perceived need.
- Good news: buy-in to the VCS role/scope.
- Bad news: maybe implications not fully realized.
- UC, SUNY, 3TX
- Harvard, Princeton, Penn, MIT, Pitt
- UMN, Boulder, ASU, Arizona, Washington, Virginia, GMU

USM Sustainability Roadmap



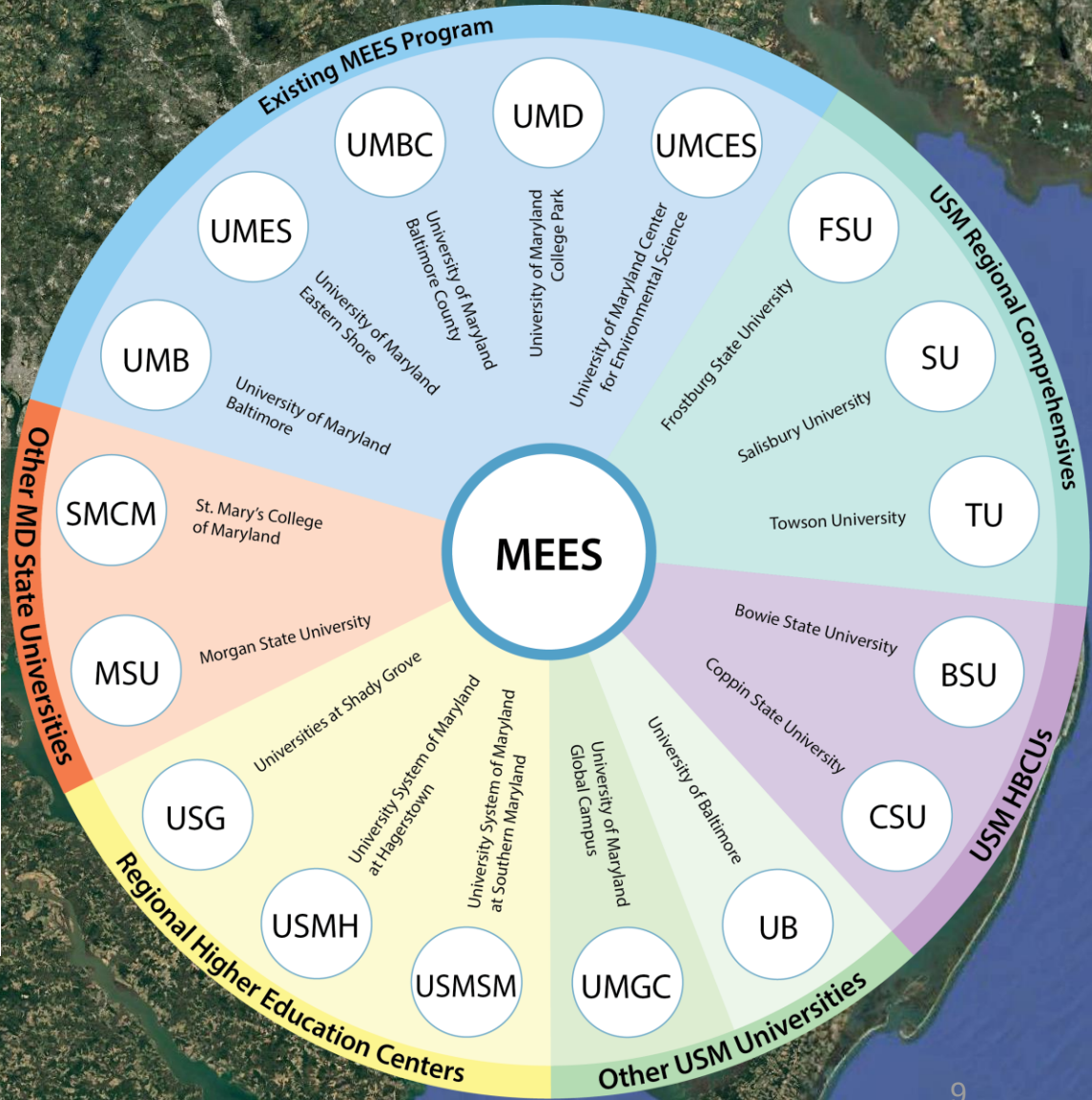
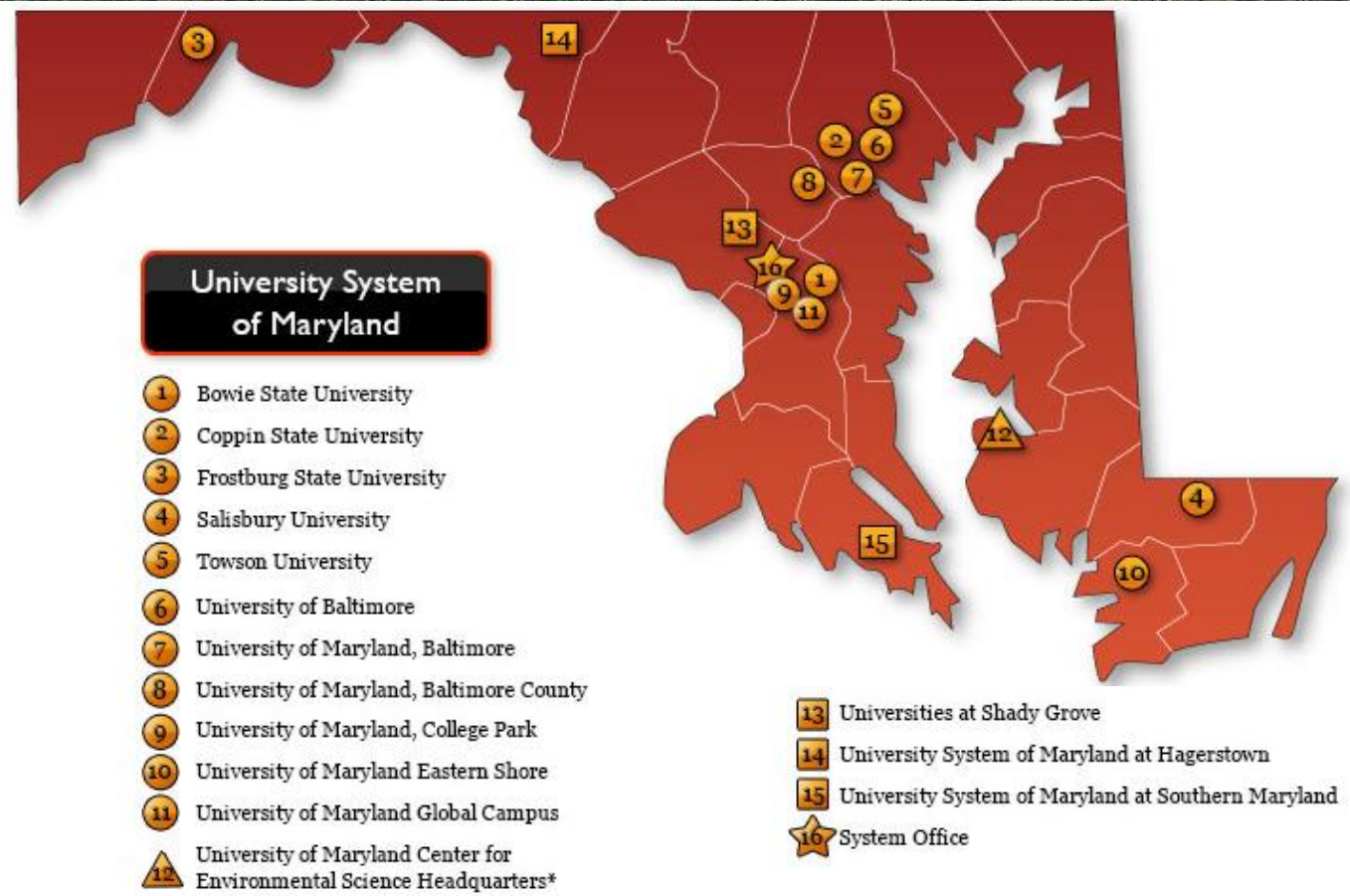
Developing the USM SAP

- 2-year+ process
- Organic, done mostly in house, so it sticks.
- Iterative, adaptive framework -> VCS "office"
- On the operations side, focus on tiered emissions approach: Scope 1 (direct), 2 (indirect), 3 (supply chain).
- Risk factors: engagement/buy-in, investing in change management, data to justify the business case.
- Assessment, evaluation and KPIs: reconcile internal goals/aspirations with established approaches, e.g., AASHE (UMD, UMBC, UMB), SCUP, UN/SDGs.

Next Steps and Additional Considerations

- Vetting, adapting and refining the proposal.
- Several stages: USMO, Presidents, BOR.
- Engage with other parts of the state that are working on similar tasks: MDE, DNR, MDA, MEA, Governor's office.
- In the meantime, work continues, particularly on data gathering and coalition building.
- Building of the teams and planning that need to contribute to this effort: organizational, marketing, financial, communications -> leverage the USMO.

MEEES as the Environmental Education Hub for the USM



Global Risks to Businesses (WEF, 2025)

Risk categories

- Economic
- Environmental
- Geopolitical
- Societal
- Technological

2 years

1 st	Misinformation and disinformation
2 nd	Extreme weather events
3 rd	State-based armed conflict
4 th	Societal polarization
5 th	Cyber espionage and warfare
6 th	Pollution
7 th	Inequality
8 th	Involuntary migration or displacement
9 th	Geoeconomic confrontation
10 th	Erosion of human rights and/or civic freedoms

10 years

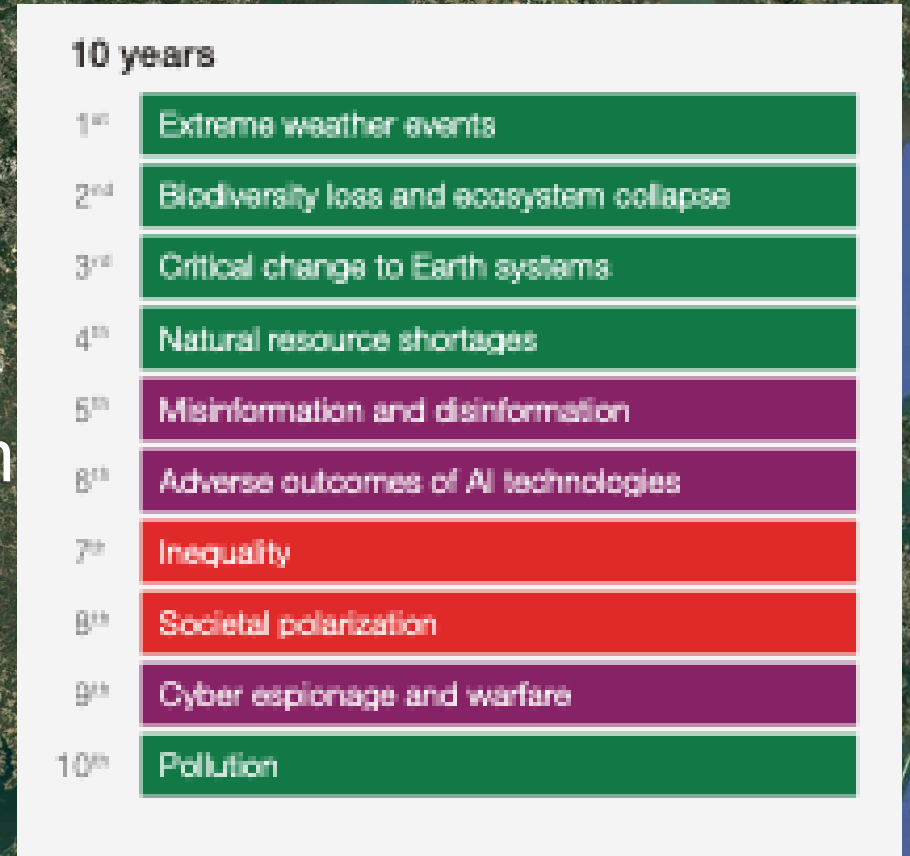
1 st	Extreme weather events
2 nd	Biodiversity loss and ecosystem collapse
3 rd	Critical change to Earth systems
4 th	Natural resource shortages
5 th	Misinformation and disinformation
6 th	Adverse outcomes of AI technologies
7 th	Inequality
8 th	Societal polarization
9 th	Cyber espionage and warfare
10 th	Pollution

Source

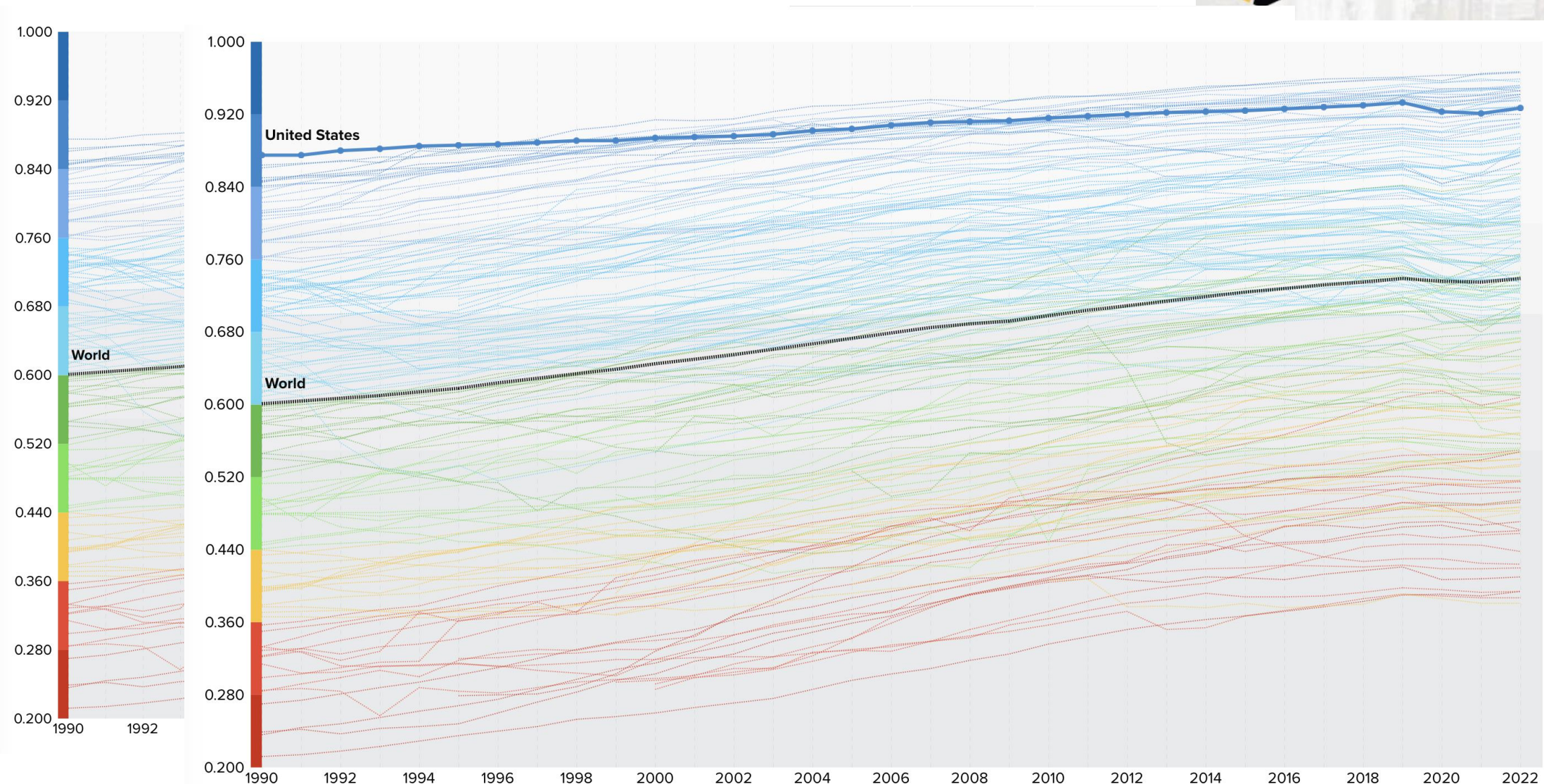
World Economic Forum Global Risks
Perception Survey 2024-2025.

Private Sector Engagement

- Mapping of potential sectors/customers.
- Research/Applied Opportunities: testing (\$2.2B in 2023, grow to \$3.7B by 2030); monitoring (\$5.4B in 2024, grow to \$9.7B in 2033), just in the US.
- Workforce/Educational Opportunities (online) -> 4% growth in demand 2024-34, ~>8,000 jobs/year in US (BLS)



Human Development Index (UN)



Thank you!



Fernando Miralles-Wilhelm
Vice Chancellor for Sustainability - USM
President and Professor - UMCES
fernando@umces.edu

Climate Innovation Alliance

Prepared by: Lindsay Ryan, Director of Economic Development



Climate Innovation Alliance

Background

WHY: Building environmental and economic resiliency in greater Maryland amidst climate change.

HOW: Serving as a platform to spark greater collaboration and collective impact, connecting the dots among existing initiatives & orgs.

WHO: 19 leadership members; welcoming academic researchers, startups, economic developers, state agencies, private investors, private companies, public entities, and more.

Website: <https://www.usmd.edu/launch/climate/>

Climate Innovation Alliance

Activities & Impacts

- Current project to articulate the economic opportunity and strategic plays for the region as a climate innovation hub.
- Generated a Climate Innovator Resource Navigator (see homepage).
- Hosted an innovation-focused DC Climate Week event in collaboration with a corporate partner.
- Share opportunities with 200+ monthly newsletter subscribers.
- Evolution from BlueTech Maryland group, which brought together 60+ individuals in late 2021.

More coordinated, efficient resources
Greater cohesion and a stronger voice

Looking Forward:

- Continue capacity-building and sustainability
- USM as member: scale reach within USM, enhance private sector engagement



USM Innovation Collective

Prepared by: Lindsay Ryan, Director of Economic
Development



USM Innovation Collective

The **USM Innovation Collective** is the constellation of resources that support inventors, innovators, and entrepreneurs.

For the Good of ALL Marylanders

- Student, faculty, community
- Developing human capital
- Trusted access, public benefit

Varied, Distributed, Connected

- Industry, geography, ventures
- USMO-connected leaders
- Resilient, effective, efficient



OpenAI. AI-Generated Image. Created on 12/5/24, via ChatGPT

USM Innovation Collective

A Strong Base

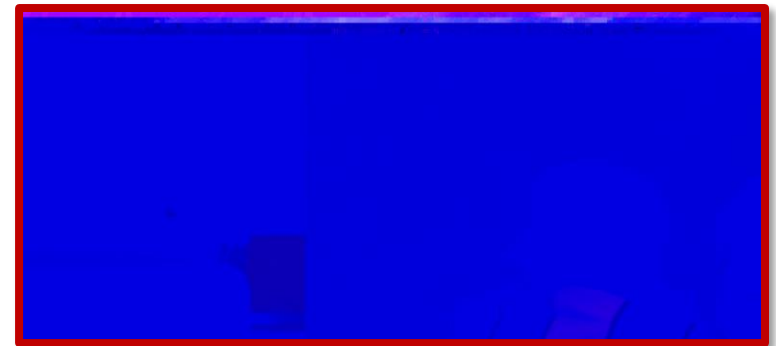
Education

All 12 institutions support students of all ages with innovation and entrepreneurship education. Many provide venture development training and capital through competitions.



Discovery to Creation and Impact

All 12 institutions create environments that foster discovery, invention, and creation with pathways to impact.



Venture Development

USM adds 150+ startups each year to the portfolio that it significantly supports

- About 1/3 are led by USM students
- 16% are translating USM research discoveries into impact

USM Innovation Collective

23+ Resources, Many OPEN



- **Research & Innovation.** Includes the Quantum Startup Foundry, U.S. Harmful Algal Bloom Control Incubator, and MIPS program. Also the IMET Ratcliffe Environmental Entrepreneur Fellowship, Maryland and Baltimore Innovation Initiatives, and the UMB/UMBC NIH REACH Hub



- **Training & Talent.** Includes the Innovation Extension and I-Corps, Maryland Technical Internship Program, Small Business Development Centers, Legal Clinics, and StarTUp Accelerator, and Maryland New Venture Program

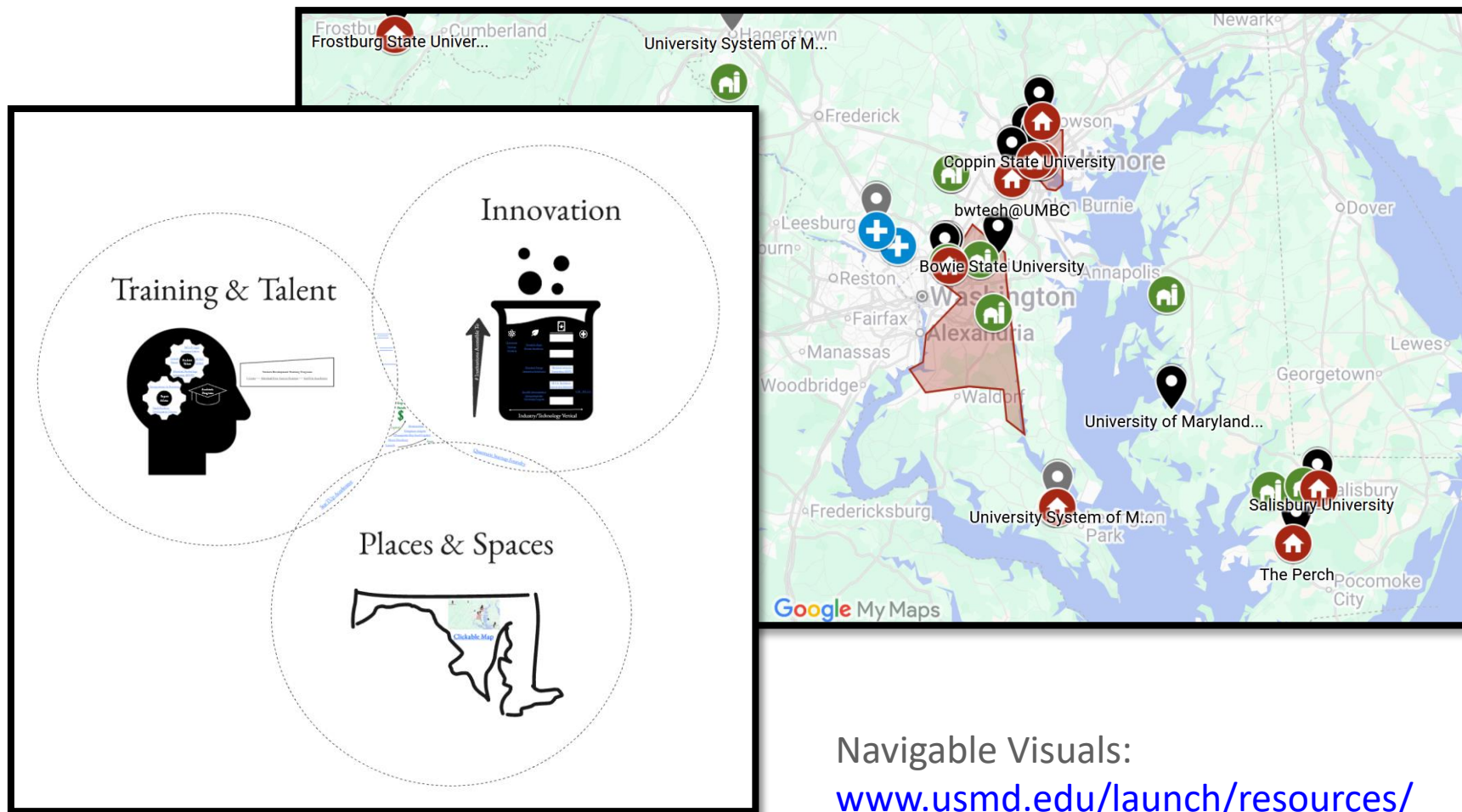


- **Places & Spaces.** Bolstering local economies. Includes the Baltimore Fund, Discovery Fund, StarTUp Armory and Accelerator, SU Shore Hatchery, and Incubators, Research Parks, and Innovation Districts



- **Gap Funding.** Includes the Launch Fund, SU Shore Hatchery, Momentum Fund, and Dingman Angels, and Chesapeake Bay Seed Capital Fund

USM Innovation Collective



USM Innovation Collective

Moving to Preeminence: Updates

1. Grow research-to-impact capacity
 - *Competitive in-state support (<https://www.tedcomd.com/news-events/press-releases/2025/tedcos-maryland-innovation-initiative-announces-first-round>), but navigating federal impacts*
 - *Growth in research leadership teams is providing opportunity*
2. Maintain connectivity through growth of the USM Innovation Collective
 - *Leadership retreats*
 - *25+ individuals collaborating for efficiency and effectiveness*
 - *Progress toward further intelligent design (e.g., gaps, redundancies)*
3. Explore partnerships with philanthropic and private sector partners in and outside of Maryland

Appendix: Venture Development Report *January through July of 2025*

Prepared by: Lindsay Ryan, Director of Economic
Development



Ventures Supported

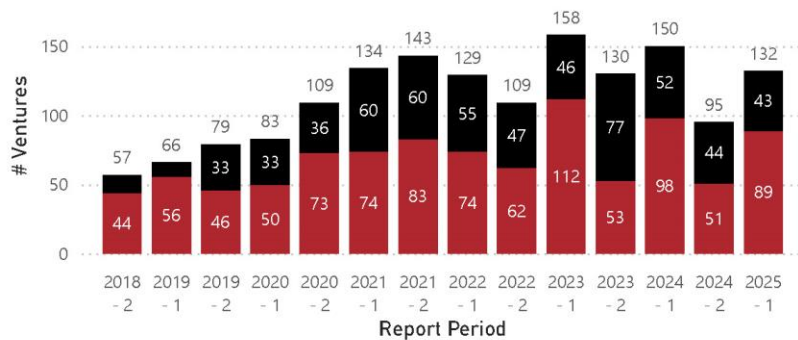
USM Status

All

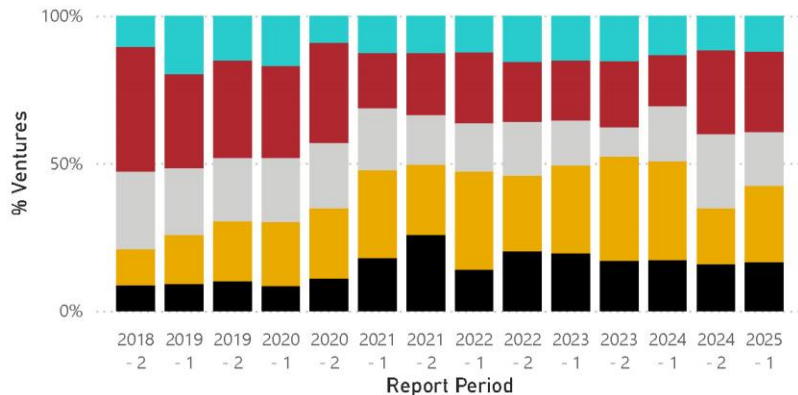
Report Period

All

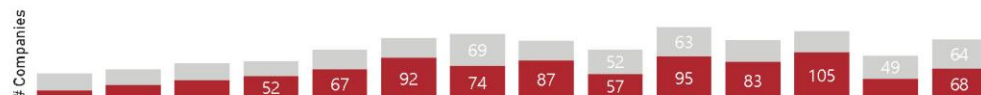
USM Status ● NEW TO USM ● RE-ENGAGED



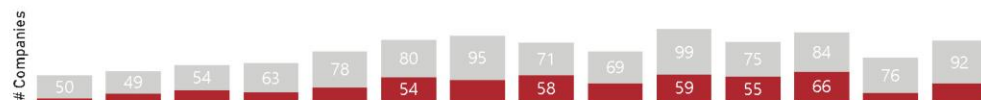
Industry ● Consulting & ... ● Consumer ... ● Information ... ● Life Science ● Sustainabili...



USM Founders (Red)



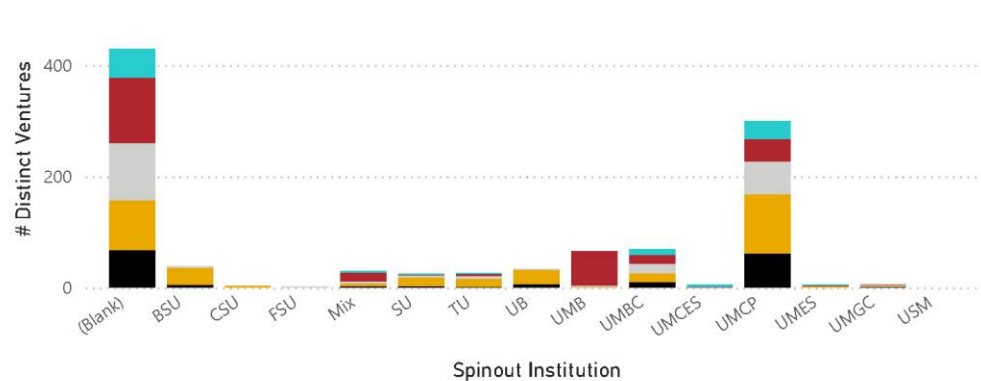
Student Founders (Red)



USM IP (Red)



Industry ● Consulting & Other ● Consumer & Food ● Information Technol... ● Life Science ● Sustainability & ...



Ventures Supported

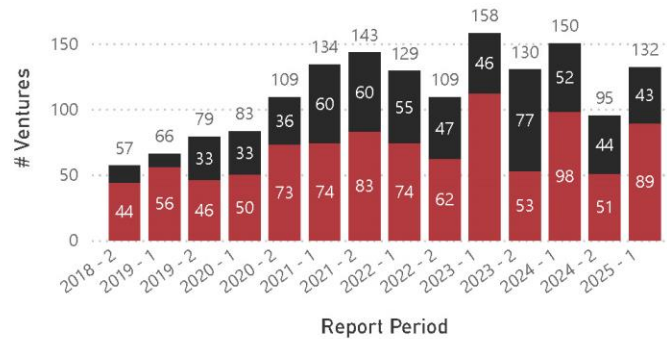
USM Status

All

Report Period

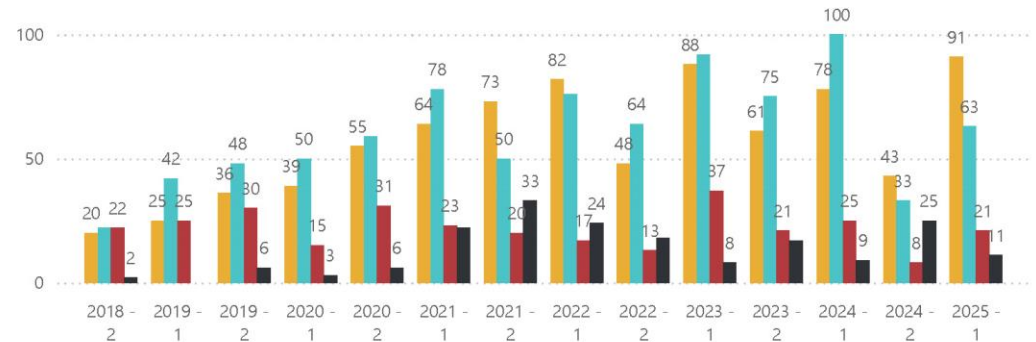
All

USM Status ● NEW TO USM ● RE-ENGAGED



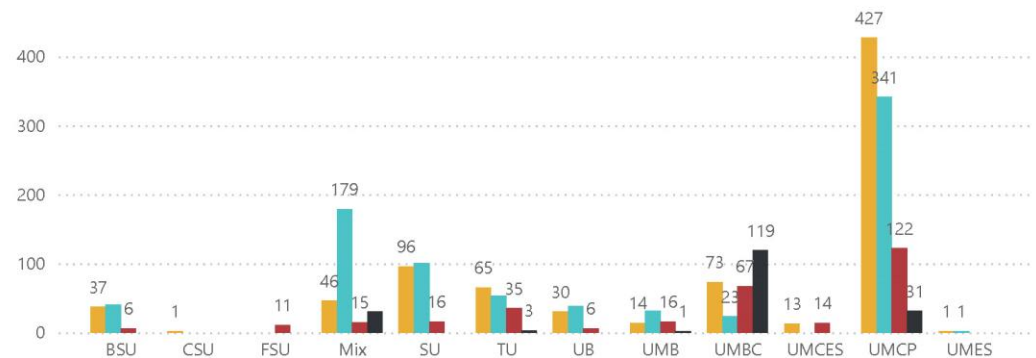
Support by Type

● Programming & Mentoring ● Capital (In-Kind and Cash) ● Incubator and/or Physical Space ● Talent Assistance



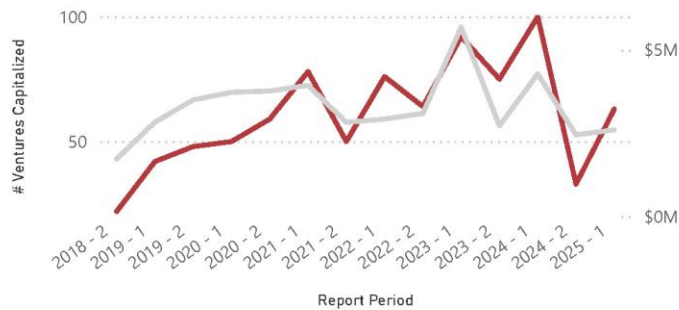
Support by Type and Institution (All-Time)

● Programming & Mentoring ● Capital (In-Kind and Cash) ● Incubator and/or Physical Space ● Talent Assistance



Capital Support

● # Ventures Capitalized ● \$ Capital



Additional State-Wide Venture Support



Helps Maryland retain top tech talent by increasing the number of paid technical internships offered in the state. Administered by UMBC and funded by the State of Maryland, the program offers financial assistance to technology-based businesses, as well as state and local agencies, to hire more interns (mtip.umbc.edu).

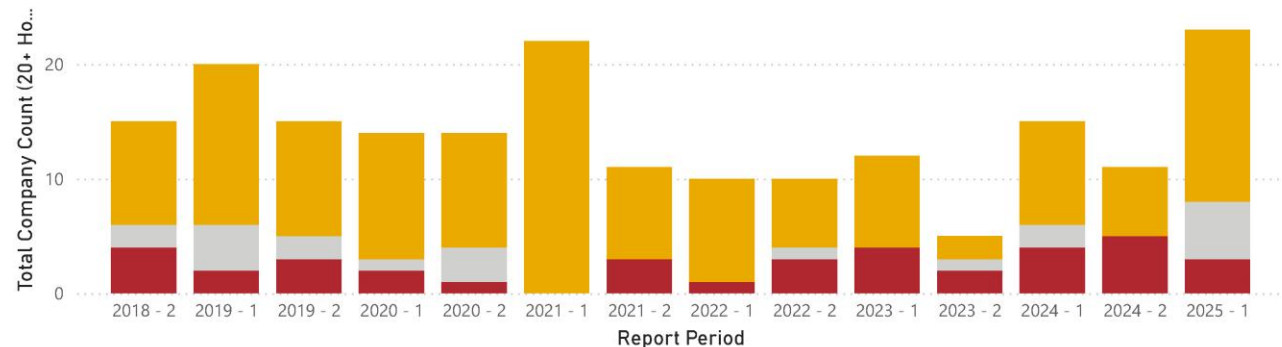
About 30% of startup participants also are USM "spinouts" or "spin-ins".



The Maryland Small Business Development Center (SBDC) is a public-private partnership between the U.S. Small Business Administration, the State of Maryland and UMCP. The Maryland network hosts entrepreneurial assistance programs at a number of USM institutions.

New Business Starts Receiving Intensive Mentoring

University ● Frostburg State University (FSU) ● Salisbury University (SU) ● University of Maryland



Maryland Momentum Fund

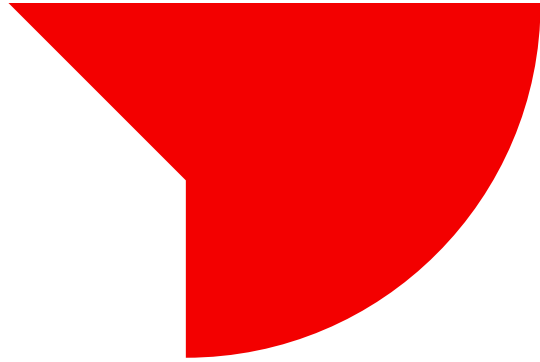
**Board of Regents
Q3 2025 Fund Update**

Presented By:

Mike

Ravenscroft
Managing
Director





Fund investment activity: FY 24-25

**2 USM
Institutions**

**\$140M co-
invested /
12X ratio
leveraged
capital**

**4 investments in FY
24-25**

\$840K invested

**50% technology
transfer**

**\$11.5M invested by
MMF**

**\$14.4M invested by
MMF & USM
institutions**

**31 active portfolio
companies, 4
successful exits**

Company Spotlight:



**Founded in 2016 by
UMB faculty inventor
Stephen Tropello,
Critical Care
Physician**

**Seeded by UM
Ventures and the
Tech Transfer Fund at
UMB**

**Raised a successful
Series B led by Good
Growth Capital**

**Deployed in health
systems nationally**



- **Direct hospital cost savings of \$15K-\$30K per patient**
- **5-9 days length of stay reduction per patient**
- **Transforming ICU patient throughput, improving patient safety, and generating true cost-savings to health systems**

Support from tech transfer office, UM Ventures seed funding, ecosystem engagement, the VC community, and Momentum Fund.



Company Spotlight:

eat omega3

Founded in 2020 by a
UMD undergraduate
student

Grand Prize winner of
the 2022 Pitch
Dingman Competition

Raised an
oversubscribed seed
round in 2025

National sales to K-12
schools, universities,
hospitals, and airlines



Support from UMD entrepreneurship resources, UMD faculty advisors, state programs, local angel and seed stage investors, and Momentum Fund.

Market Updates: Continued Disruption

- As with NIH cuts, current DOE cuts are directly impacting Maryland companies
- High-T Tech, an MMF portfolio company, had its grant terminated and is losing approximately \$1M in funding (at least 3 other College Park programs were cut)
- If the program is not restored, the direct result will be a 50% cut to the company's engineering workforce and delay its infrastructure buildout
- These programs imperil our hardtech / energy / clean-tech startups



Continued cuts to federal grant programs that fund early-stage technology innovation will have an outsize impact on technology transfer startups. Maryland must continue to double down on efforts to support companies building and creating jobs in our state.



**UNIVERSITY SYSTEM
of MARYLAND**

**Board of Regents
Committee on Research and Economic Development
Charge, Role, and Responsibilities
October 10, 2025**

Charge:

The Committee on Research and Economic Development shall perform all necessary business and provide guidance to the Board to help deliver strategic leadership for the USM's research, economic development, technology commercialization, innovation, and entrepreneurial initiatives, programs, and policies.

Role and Responsibilities:

The Committee on Research and Economic Development shall consider and report or recommend to the Board of Regents on matters concerning economic development and technology commercialization, innovation and entrepreneurial initiatives, and research, including translational research and technology transfer.

Members of the Committee on Research and Economic Development are appointed annually by the Chairperson of the Board. 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. Aligning resources with market demand
- B. Leveraging USM resources through collaborations
- C. Enhancing partnerships with industry, state, and federal entities
- D. Strengthening the USM Research and Innovation ecosystem, including engaging with research funding and commercialization partners, enhancing research administration and compliance infrastructure, and fostering excellence in scholarship, research, creative, and innovation
- E. Strengthening the USM entrepreneurial ecosystem, including engaging the investment community and enhancing access to capital for USM affiliated startups and innovators

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Enrollment Update and FY 2026 Estimated FTE Report (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: October 27, 2025

SUMMARY: This annual report provides a preliminary update about the fall undergraduate, graduate, and first-professional students for the University System and each institution.

In total, the preliminary Fall 2025 enrollment increased (+7,300) for a preliminary total of 178,131 students. The FY 2026 estimated total of 136,662 full-time equivalent (FTE) students was +4,654 FTE higher than last fiscal year. In addition, the number of first-time, full-time new students reached a record high of 16,287

ALTERNATIVES: This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION

DATE: 10/27/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



UNIVERSITY SYSTEM
of MARYLAND

**FALL 2025
ENROLLMENT UPDATE
AND
FY 2026 ESTIMATED FTE
REPORT**

**Office of Decision Support & Strategic Analytics
Administration and Finance
University System of Maryland Office
October 2025**

Enrollment Report Background

The purpose of this annual report is to provide the Board of Regents with the updated preliminary fall headcount enrollment and full-time equivalent (FTE) enrollment estimate for the current fiscal year responsive to the Policy on Enrollment (III-4.10). The data came from mandatory Maryland Higher Education Commission (MHEC) preliminary enrollment reports and the University System of Maryland (USM) credit hour collections. This is the first opportunity to compare institutional enrollment projection to the actual fall enrollment and the budget submission fiscal year FTE to the estimated annualized fiscal year FTE based on the credit hours achieved in the fall semester. For additional information, please contact the Office of Decision Support and Strategic Analytics via email at ir@usmd.edu.

Enrollment Highlights and Trends

The University System of Maryland achieved its highest total enrollment, undergraduate enrollment, and first-time full-time enrollment on record this year. Graduate enrollment has increased for the third year in a row. USM total enrollment for Fall 2025 surpassed the enrollment levels achieved prior to the COVID-19 Pandemic. While first-time, full-time enrollment saw a modest decline last year, it remains a major factor influencing overall institutional enrollment trends.

- The preliminary Fall 2025 headcount enrollment is 178,131, up by +7,300 (+4.3%) students compared to Fall 2024 (See Table A, Appendix Tables 1 & 5).
- The estimated FY 2026 FTE of 136,662 is an increase of +4,654 compared to FY 2025 (See Table B).
- There is an increase of +1,051 first-time, full-time students in Fall 2025 (16,287) compared to Fall 2024 (15,236). Both UMCP (+813) and Coppin (+280) reported notable increases in first-time, full-time enrollment compared to Fall 2024. Other institutional one-year gains included Salisbury (+20), UMBC (+19), and UMGC (+92). College Park and Salisbury each achieved record-high first-time, full-time enrollment in Fall 2025. While most institutions exceeded the cohort size of Fall 2024, nearly all USM institutions enrolled first-time, full-time cohorts similar in size or greater than the size of the Fall 2019 pre-pandemic cohorts (See Table 3).
- Across the System, undergraduate enrollment is 4.5% higher (+5,960) with increases in both full-time (+2,472) and part-time (+3,488) students (See Table 2).
- Graduate enrollment was up 3.5%, with an increase in part-time (+1,665), but the full-time decreased by (-325) students. Overall USM graduate enrollment increased at SU (+29), TU (+179), UMB (+125), and UMGC (+2056) (See Table 2 & 5).
- The combined enrollment of 12,131 at the USM's Historically Black Colleges and Universities (HBCUs) is an increase for the fourth year in a row (+405 or +3.5%) (See Tables 3, 4 & 5).

Fall 2025 Enrollment Compared to the Fall 2025 Enrollment Projections

The Board of Regents approved a ten-year enrollment projection. In accordance with the Board oversight as stated in the Policy on Enrollment (III-4.10), fall enrollment will be evaluated against the board approved enrollment projection which should remain within $\pm 3\%$ of actual enrollment. Table A compares the Fall 2024 actual enrollment with the Fall 2025 projections and the Fall 2025 preliminary enrollment.

**Table A. The University System of Maryland
Fall 2025 Enrollment Compared to Enrollment Projections**

	Fall 2024 Actual	Fall 2025 Enrollment Projection	Fall 2025 Preliminary Enrollment	Change Over	
				Fall 2025 Projection	Fall 2025 Actual
				Fall 25 Actual - Fall 25 Projection	Fall 25 Actual - Fall 24 Actual
BSU	6,353	6,107	5,970	-137	-383
CSU	2,210	2,263	2,790	527	580
FSU	4,104	4,198	4,065	-133	-39
SU	7,025	7,148	7,243	95	218
TU	19,401	19,500	19,677	177	276
UBalt	3,232	3,266	3,168	-98	-64
UMB	6,636	6,690	6,784	94	148
UMBC	13,970	13,698	13,530	-168	-440
UMCP	41,725	41,850	42,290	440	565
UMES	3,163	3,275	3,371	96	208
UMGC	63,012	64,272	69,243	4,971	6,231
USM	170,831	172,267	178,131	5,864	7,300

Source: USM Enrollment Projections (2025) MHEC EIS (2024) MHEC S-7 (2025)

The preliminary Fall 2025 enrollment increased +7,300 compared to Fall 2024. Additionally, the preliminary Fall 2025 enrollment exceeds the Fall projections by +5,684. The accuracy of USM 2025 enrollment projection was within three percentage points of the Fall 2025 preliminary enrollment actuals. FSU's enrollment was just outside the Board's expectations, falling short by a handful of students. Two institutions exceeding the enrollment projections by more than 3% were UMGH (+7.7%) and CSU (+23.3%).

FY 2026 Full-Time Equivalent (FTE) Student Estimate Compared to the FY 2026 Budget Submission

Table B displays the full-time equivalent (FTE) students calculated from the actual Fall 2025 credit hour enrollment. This annualized FTE estimate used a conservative methodology that calculated the average proportion of spring to fall credit hours for the recent five fiscal years. For comparability, Table B also provides each institution's FY 2026 Budget Submission FTE and the FY 2025 actuals.

**Table B. The University System of Maryland
FY 2026 USM Annualized FTE Estimate
Compared to the FY 2026 Budget Submission**

	FY 2025 Actual FTE	FY 2026 Budget Submission	FY 2026 Annualized ESTIMATED FTE Per Fall 2025 Credit Hour Enrollment	Change Over	
				FY 2026 Budget Submission	FY 2025 Actual
				FY 26 Estimate - FY 26 Budget	FY 26 Estimate - FY 25 Actual
BSU	5,063	4,867	4,756	-111	-307
CSU	1,887	1,901	2,155	254	268
FSU	3,090	3,149	3,037	-112	-53
SU	6,365	6,352	6,460	108	95
TU	16,068	16,095	16,337	242	269
UBalt	2,166	2,043	2,110	67	-56
UMB	6,873	6,909	6,570	-339	-303
UMBC	11,345	11,112	11,295	183	-50
UMCP	35,133	35,694	35,604	-90	471
UMES	2,829	3,133	2,955	-178	126
UMGC	41,189	45,240	45,383	143	4,194
USM	132,008	136,495	136,662	167	4,654

Source: USM Enrollment Projections (2025) MHEC EIS and S-7 updated 9-22-2025

The FTE Credit-Hour Estimate variance is minimal and aligns with the operating budget. The combined FTE enrollment across all USM institutions exceeded the FY 2025 Budget Submission by 167. In total, USM institutions will generate +4,654 more credit hour FTE than in FY 2025.

TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT
Fall 2024-2025

	Fall 2024/2025 Headcount Change		
	Fall 2025 Headcount	Δ N from 2024	% Change from 2024
Bowie State University	5,970	(383)	-6.0%
Coppin State University	2,790	580	26.2%
Frostburg State University	4,065	(39)	-1.0%
Salisbury University	7,243	218	3.1%
Towson University	19,677	276	1.4%
University of Baltimore	3,168	(64)	-2.0%
University of Maryland, Baltimore	6,784	148	2.2%
University of Maryland, Baltimore County	13,530	(440)	-3.1%
University of Maryland, College Park	42,290	565	1.4%
University of Maryland, Eastern Shore	3,371	208	6.6%
University of Maryland, Global Campus	69,243	6,231	9.9%
USM w/o UMGC Total	108,888	1,069	1.0%
USM Total	178,131	7,300	4.3%

Source: MHEC EIS (2024) MHEC S-7 (2025)

Table 2
ENROLLMENT BY STUDENT LEVEL AND STATUS
Fall 2016-2025

Student Level & Status	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Undergraduates										
Full-Time: N	85,092	86,361	86,685	85,234	83,537	80,948	79,384	81,123	83,648	86,120
%	49.5%	49.3%	49.1%	49.5%	49.1%	49.1%	48.8%	48.6%	49.0%	48.3%
Part-Time: N	45,306	46,881	48,441	47,151	47,677	45,756	46,231	48,496	48,382	51,870
%	26.3%	26.8%	27.5%	27.4%	28.0%	27.8%	28.4%	29.1%	28.3%	29.1%
Total: N	130,398	133,242	135,126	132,385	131,214	126,704	125,615	129,619	132,030	137,990
%	75.8%	76.1%	76.6%	76.9%	77.1%	76.9%	77.2%	77.7%	77.3%	77.5%
Graduate/First-Professional										
Full-Time: N	17,731	17,653	17,653	17,337	16,936	17,725	18,084	18,146	18,317	17,992
%	10.3%	10.1%	10.0%	10.1%	10.0%	10.8%	11.1%	10.9%	10.7%	10.1%
Part-Time: N	23,867	24,281	23,644	22,492	22,030	20,422	18,924	19,028	20,484	22,149
%	13.9%	13.9%	13.4%	13.1%	12.9%	12.4%	11.6%	11.4%	12.0%	12.4%
Total: N	41,598	41,934	41,297	39,829	38,966	38,147	37,008	37,174	38,801	40,141
%	24.2%	23.9%	23.4%	23.1%	22.9%	23.1%	22.8%	22.3%	22.7%	22.5%
All Students										
Total	171,996	175,176	176,423	172,214	170,180	164,851	162,623	166,793	170,831	178,131

Source: MHEC EIS (2016-2024) MHEC S-7 (2025)

TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES
Fall 2016-2025

First-Time Full-Time Undergraduates

Institution	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	One-Year % Change	Five-Year % Change
BSU	958	1,075	898	801	957	888	1,170	965	890	855	-3.9%	-10.7%
CSU	383	383	389	428	291	172	332	369	467	747	60.0%	156.7%
FSU	829	774	735	739	627	582	496	612	595	517	-13.1%	-17.5%
SU	1,328	1,326	1,285	1,467	1,214	1,214	1,376	1,374	1,421	1,441	1.4%	18.7%
TU	2,750	2,735	2,990	2,789	2,380	2,569	2,662	2,996	2,931	2,893	-1.3%	21.6%
UBalt	138	107	76	40	62	60	26	25	33	26	-21.2%	-58.1%
UMBC	1,518	1,759	1,777	1,692	1,652	2,035	2,130	1,961	2,232	2,251	0.9%	36.3%
UMCP	4,543	5,178	6,021	5,301	5,289	6,007	5,533	6,136	5,726	6,539	14.2%	23.6%
UMES	698	560	501	508	466	443	578	717	759	744	-2.0%	59.7%
UMGC	192	131	132	96	141	135	125	195	182	274	50.5%	94.3%
USM	13,337	14,028	14,804	13,861	13,079	14,105	14,428	15,350	15,236	16,287	6.9%	24.5%
MD H.S. Grads	67,002	67,091	68,215	68,033	70,512	69,073	71,830*	72,940*	75,310*	74,018*		

Source: MHEC EIS (2016-2024) MHEC S-7 (2025) MD H.S. Grads Western Interstate Commission for Higher Education (WICHE)

TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2016-2025

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%
Fall 2020	9,531	1,713	11,244	-4.6%
Fall 2021	9,037	1,756	10,793	-4.0%
Fall 2022	9,068	1,731	10,799	0.1%
Fall 2023	9,331	2,018	11,349	5.1%
Fall 2024	9,510	2,216	11,726	3.3%
Fall 2025	9,990	2,141	12,131	3.5%

Source: MHEC EIS (2016-2024) MHEC S-7 (2025)

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION
Fall 2016-2025

Institution	Undergraduates		Graduates/First Prof.		Total Headcount	Annual % Change	% of USM
	Full-Time	Part-Time	Full-Time	Part-Time			
Bowie State University							
Fall 2016	3,939	772	412	546	5,669	4.4%	3.3%
Fall 2017	4,389	798	409	552	6,148	8.4%	3.5%
Fall 2018	4,421	887	463	549	6,320	2.8%	3.6%
Fall 2019	4,329	898	476	468	6,171	-2.4%	3.6%
Fall 2020	4,429	925	444	452	6,250	1.3%	3.7%
Fall 2021	4,344	1,037	471	456	6,308	0.9%	3.8%
Fall 2022	4,418	960	351	546	6,275	-0.5%	3.9%
Fall 2023	4,379	909	474	646	6,408	2.1%	3.8%
Fall 2024	4,309	827	495	722	6,353	-0.9%	3.7%
Fall 2025	4,071	739	427	733	5,970	-6.0%	3.4%
Coppin State University							
Fall 2016	1,888	619	133	299	2,939	-5.4%	1.7%
Fall 2017	1,854	653	150	236	2,893	-1.6%	1.7%
Fall 2018	1,765	597	121	255	2,738	-5.4%	1.6%
Fall 2019	1,804	579	113	228	2,724	-0.5%	1.6%
Fall 2020	1,606	502	74	166	2,348	-13.8%	1.4%
Fall 2021	1,353	492	65	191	2,101	-10.5%	1.3%
Fall 2022	1,335	422	75	174	2,006	-4.5%	1.2%
Fall 2023	1,393	417	100	191	2,101	4.7%	1.3%
Fall 2024	1,548	359	121	182	2,210	5.2%	1.3%
Fall 2025	2,022	470	141	157	2,790	26.2%	1.6%
Frostburg State University							
Fall 2016	4,141	743	243	549	5,676	-1.4%	3.3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3.1%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3.0%
Fall 2019	3,522	907	236	513	5,178	-2.2%	3.0%
Fall 2020	3,221	898	245	493	4,857	-6.2%	2.9%
Fall 2021	2,885	792	264	508	4,449	-8.4%	2.7%
Fall 2022	2,528	736	278	526	4,068	-8.6%	2.5%
Fall 2023	2,522	822	268	463	4,075	0.2%	2.4%
Fall 2024	2,548	874	269	413	4,104	0.7%	2.4%
Fall 2025	2,396	1,040	260	369	4,065	-1.0%	2.3%

Salisbury University							
Fall 2016	7,250	611	489	398	8,748	0.9%	5.1%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5.0%
Fall 2018	7,081	569	516	401	8,567	-1.7%	4.9%
Fall 2019	7,090	596	530	401	8,617	0.6%	5.0%
Fall 2020	6,621	529	540	434	8,124	-5.7%	4.8%
Fall 2021	6,106	587	513	362	7,568	-6.8%	4.6%
Fall 2022	5,853	525	433	312	7,123	-5.9%	4.4%
Fall 2023	5,776	504	467	282	7,029	-1.3%	4.2%
Fall 2024	5,830	458	465	272	7,025	-0.1%	4.1%
Fall 2025	5,950	527	527	239	7,243	3.1%	4.1%
Towson University							
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13.0%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13.0%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13.0%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13.2%
Fall 2020	16,238	2,492	1,058	2,129	21,917	-3.5%	12.9%
Fall 2021	15,526	2,381	993	1,956	20,856	-4.8%	12.7%
Fall 2022	14,805	2,056	1,025	1,907	19,793	-5.1%	12.2%
Fall 2023	14,548	1,969	1,037	1,973	19,527	-1.3%	11.7%
Fall 2024	14,415	1,849	1,047	2,090	19,401	-0.6%	11.4%
Fall 2025	14,613	1,748	1,115	2,201	19,677	1.4%	11.0%
University of Baltimore							
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3.5%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3.2%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	2.9%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	2.6%
Fall 2020	1,050	849	1,049	1,221	4,169	-6.9%	2.4%
Fall 2021	868	736	990	1,115	3,709	-11.0%	2.2%
Fall 2022	755	614	983	936	3,288	-11.4%	2.0%
Fall 2023	693	599	967	842	3,101	-5.7%	1.9%
Fall 2024	663	814	988	767	3,232	4.2%	1.9%
Fall 2025	633	786	1,041	708	3,168	-2.0%	1.8%

University of Maryland, Baltimore							
Fall 2016	704	201	4,463	1,114	6,482	2.4%	3.8%
Fall 2017	718	211	4,514	1,260	6,703	3.4%	3.8%
Fall 2018	702	207	4,500	1,368	6,777	1.1%	3.8%
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4.0%
Fall 2020	707	191	4,372	1,867	7,137	4.5%	4.2%
Fall 2021	724	206	4,419	1,895	7,244	1.5%	4.4%
Fall 2022	732	231	4,193	1,775	6,931	-4.3%	4.3%
Fall 2023	792	186	4,103	1,586	6,667	-3.8%	4.0%
Fall 2024	797	163	4,003	1,673	6,636	-0.5%	3.9%
Fall 2025	835	148	4,171	1,630	6,784	2.2%	3.8%
University of Maryland Baltimore County							
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	7.9%
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	7.8%
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	7.8%
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	7.9%
Fall 2020	9,220	1,712	1,216	1,349	13,497	-0.8%	7.9%
Fall 2021	9,147	1,688	1,536	1,267	13,638	1.0%	8.3%
Fall 2022	9,069	1,556	2,215	1,151	13,991	2.6%	8.6%
Fall 2023	9,073	1,417	2,450	1,208	14,148	1.1%	8.5%
Fall 2024	9,421	1,368	1,926	1,255	13,970	-1.3%	8.2%
Fall 2025	9,741	1,346	1,445	998	13,530	-3.1%	7.6%
University of Maryland, College Park							
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	22.7%
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23.1%
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23.4%
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	23.7%
Fall 2020	28,160	2,715	7,460	2,374	40,709	-0.1%	23.9%
Fall 2021	28,424	2,497	8,006	2,344	41,271	1.4%	25.0%
Fall 2022	28,069	2,284	8,096	2,343	40,792	-1.2%	25.1%
Fall 2023	28,493	2,101	7,830	2,389	40,813	0.1%	24.5%
Fall 2024	29,225	1,908	8,115	2,477	41,725	2.2%	24.4%
Fall 2025	29,879	1,996	7,940	2,475	42,290	1.4%	23.7%

University of Maryland Eastern Shore							
Fall 2016	2,918	359	397	230	3,904	-12.6%	2.3%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2.0%
Fall 2018	2,360	237	370	226	3,193	-8.5%	1.8%
Fall 2019	2,095	238	345	208	2,886	-9.6%	1.7%
Fall 2020	1,834	235	350	227	2,646	-8.3%	1.6%
Fall 2021	1,619	192	348	225	2,384	-9.9%	1.4%
Fall 2022	1,749	184	346	239	2,518	5.6%	1.5%
Fall 2023	2,059	174	356	251	2,840	12.8%	1.7%
Fall 2024	2,256	211	427	269	3,163	11.4%	1.9%
Fall 2025	2,333	355	377	306	3,371	6.6%	1.9%
University of Maryland Global Campus							
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33.4%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	33.9%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34.4%
Fall 2019	9,472	36,690	90	12,029	58,281	-3.8%	33.8%
Fall 2020	10,425	36,655	136	11,310	58,526	0.4%	34.4%
Fall 2021	9,952	35,148	120	10,103	55,323	-5.5%	33.6%
Fall 2022	10,071	36,663	89	9,015	55,838	0.9%	34.3%
Fall 2023	11,395	39,398	94	9,197	60,084	7.6%	36.0%
Fall 2024	12,636	39,551	461	10,364	63,012	4.9%	36.9%
Fall 2025	13,647	42,715	548	12,333	69,243	9.9%	38.9%
University System of Maryland - Totals							
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100.0%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100.0%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100.0%
Fall 2019	85,234	47,151	17,337	22,492	172,214	-2.4%	100.0%
Fall 2020	83,511	47,703	16,944	22,022	170,180	-1.2%	100.0%
Fall 2021	80,948	45,756	17,725	20,422	164,851	-3.1%	100.0%
Fall 2022	79,384	46,231	18,084	18,924	162,623	-1.4%	100.0%
Fall 2023	81,123	48,496	18,146	19,028	166,793	2.6%	100.0%
Fall 2024	83,648	48,382	18,316	20,485	170,831	2.4%	100.0%
Fall 2025	86,120	51,870	17,992	22,149	178,131	4.3%	100.0%

USM Fall 2025 Enrollment Update & FY 2026 Estimated Full-Time Equivalent (FTE)

Board of Regents

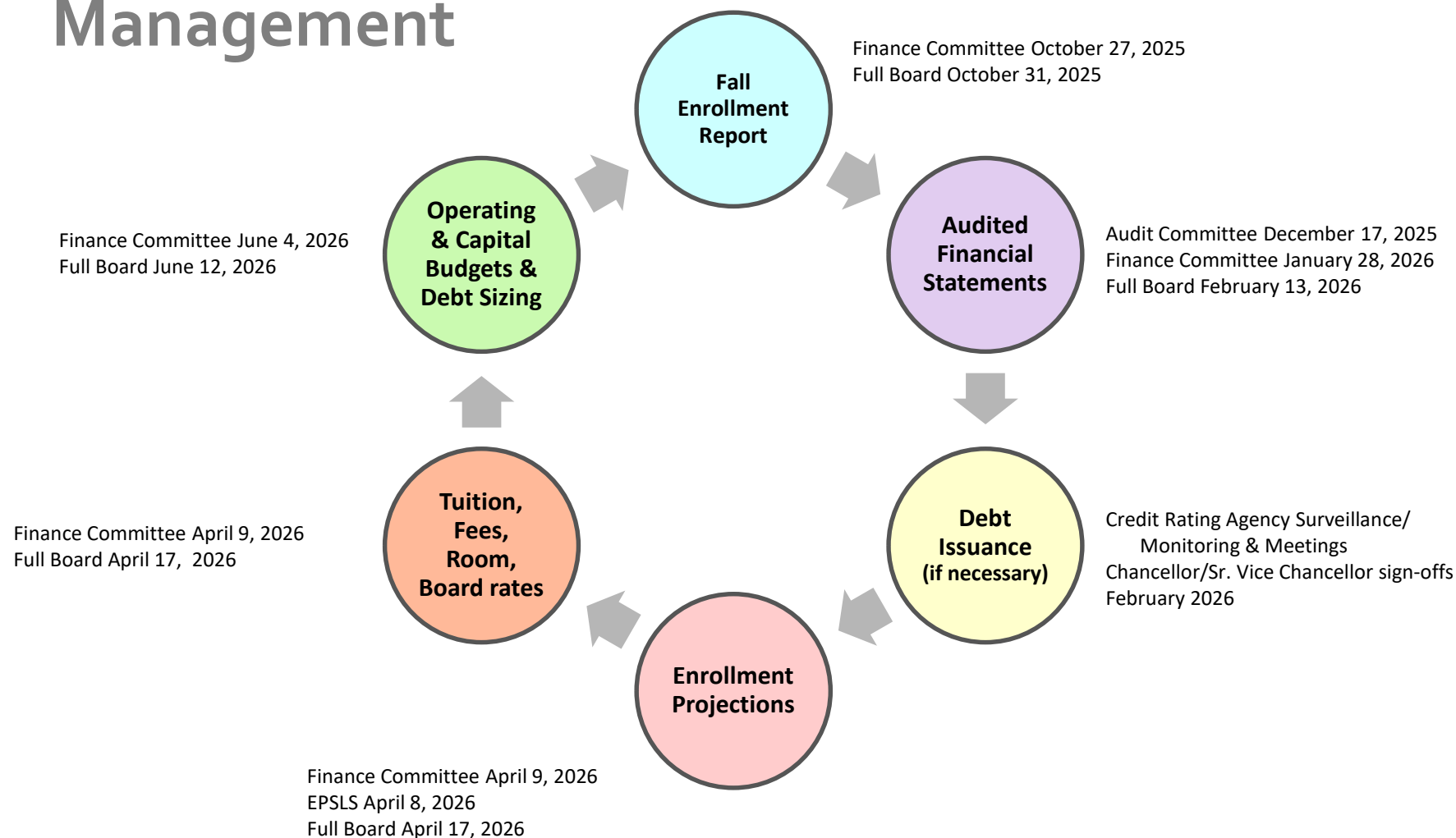


**Decision Support & Strategic Analytics
Administration and Finance**

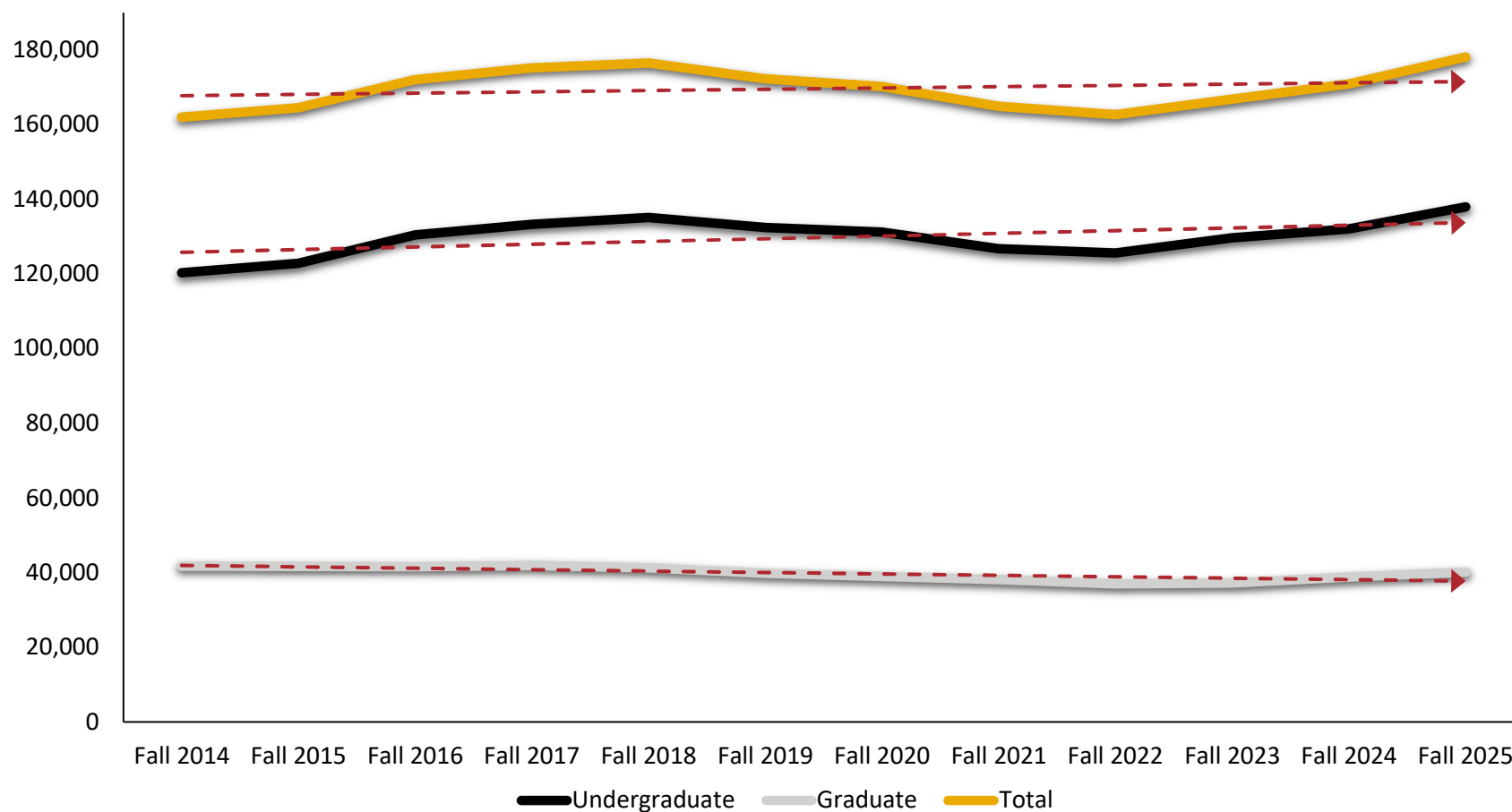
USM Enrollment Update Overview

- Per Board policy, enrollment attainment is compared according to campus enrollment plans approved by the board last spring 2025.
 - Fall 2025 USM enrollment is 178,131--up +4.3% or +7,300 students compared to Fall 2024. Exceeded the USM enrollment projection.
 - Another record-setting cohort of first-time, full-time new freshmen—16,287.
- FTE estimate provides a fiscal outlook that is part of the fiscal management cycle.
 - Credit hour Full-Time Equivalent (FTE) Estimate is 136,662 – +4,654 FTE more than FY 2025.

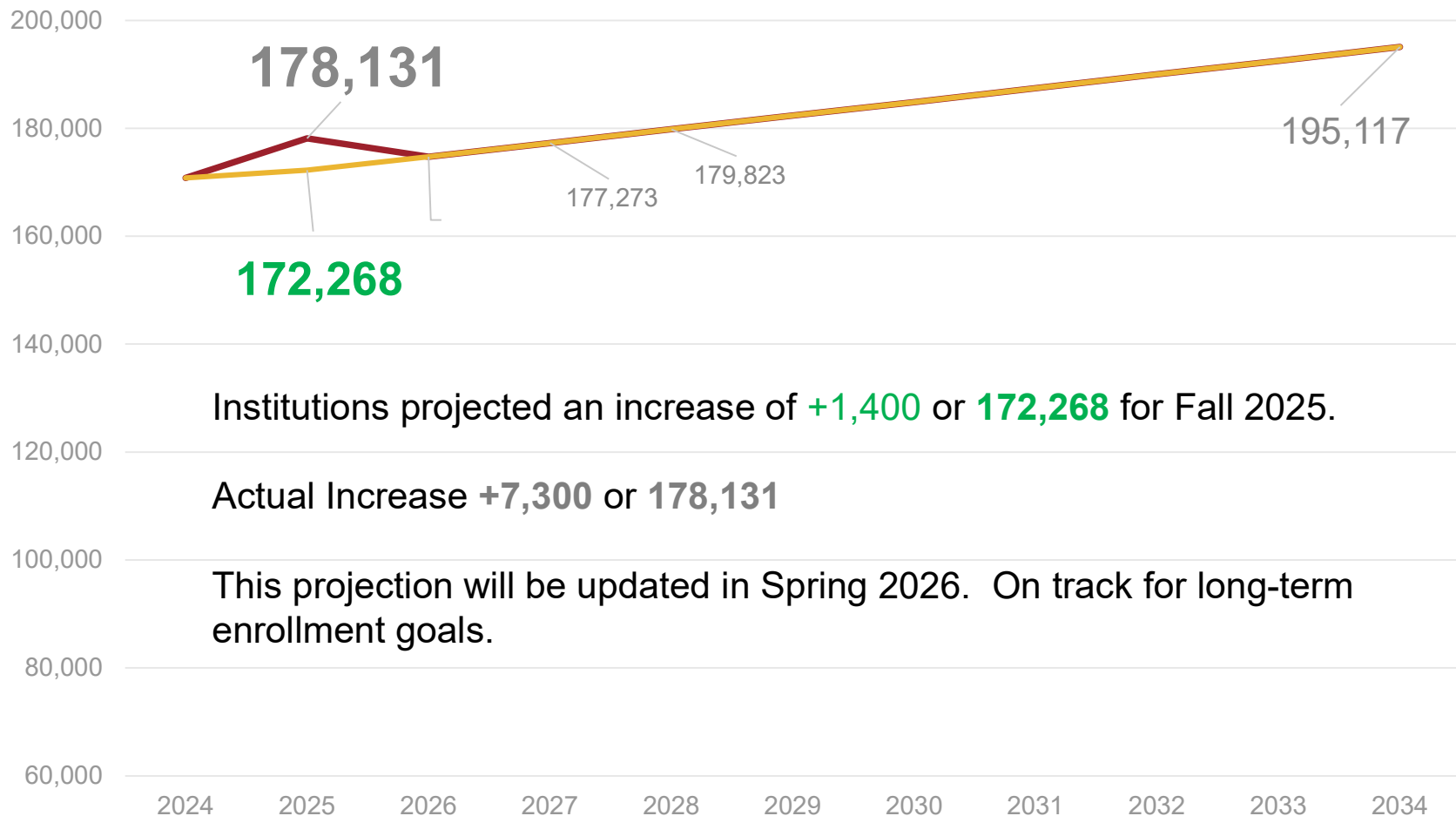
Annual Cycle for Inputs into Financial Management



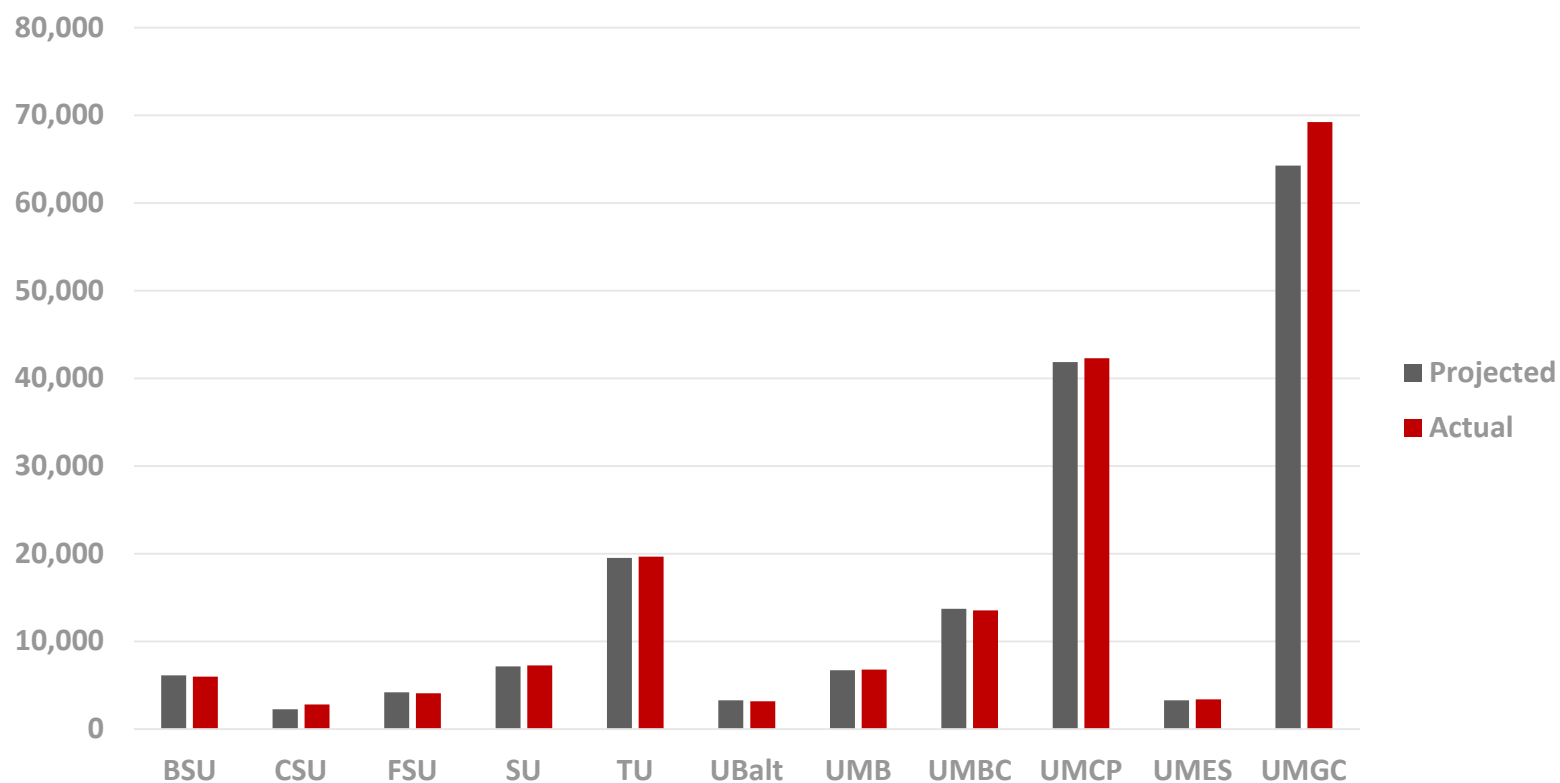
USM Enrollment Trajectory (Fall 2014 – Fall 2025)



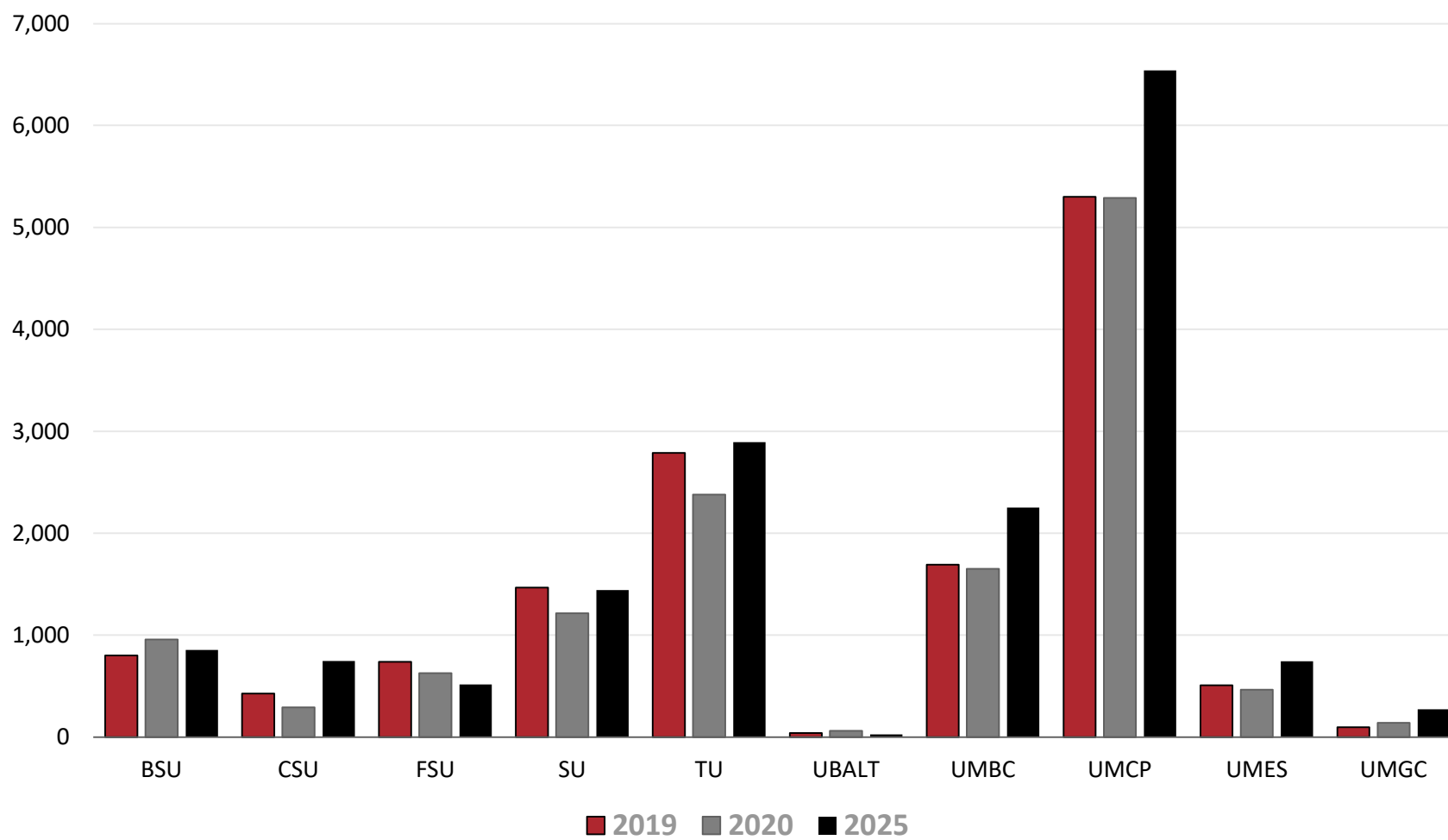
Updated USM Enrollment Projections Fall 2025 Actual VS Projected



Fall 2025 Enrollment Compared to Projections

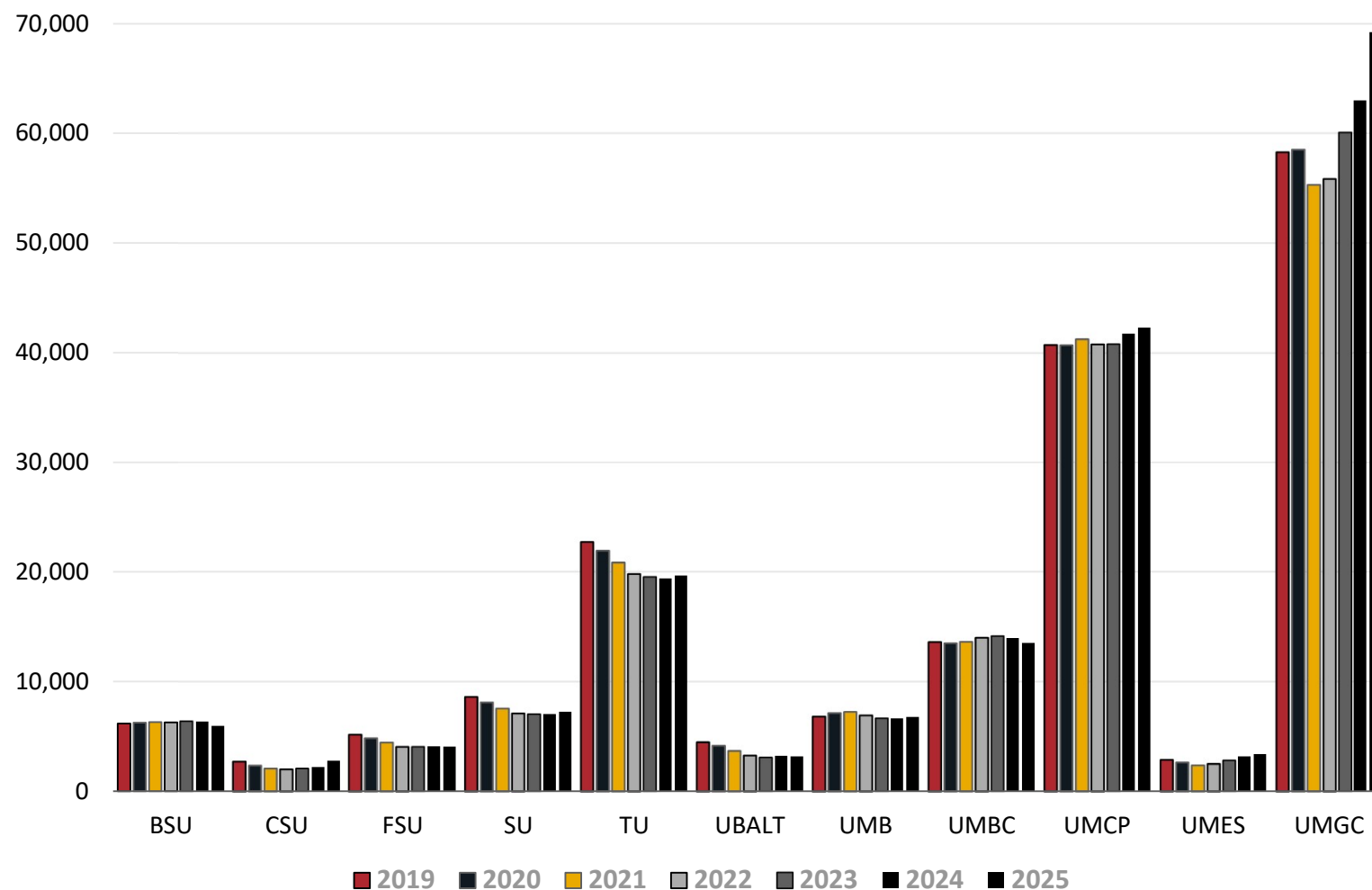


First-Time, Full-Time New Undergraduates by Institution Pre-Pandemic (2019), Pandemic (2020) and Today (2025)

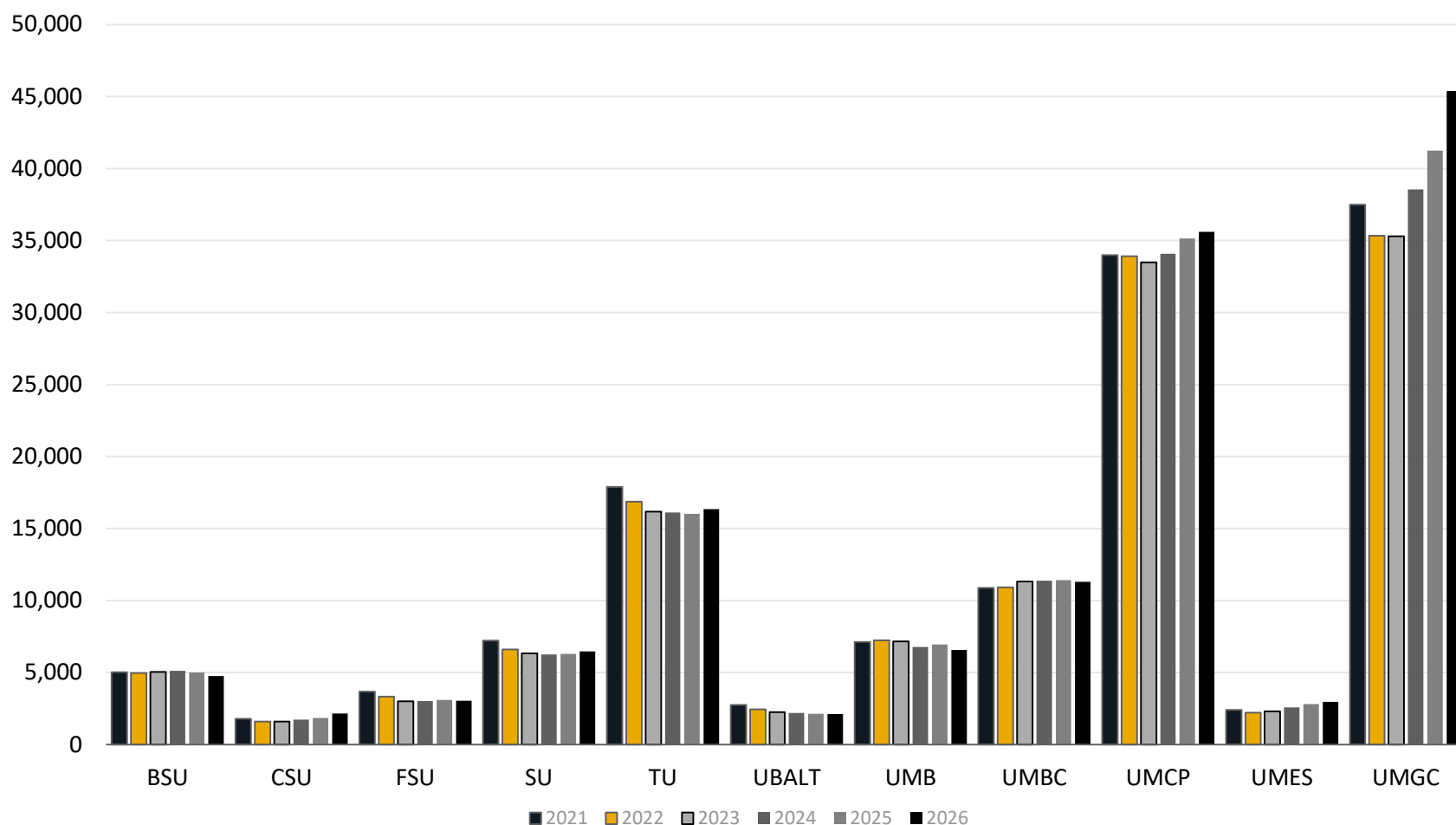


Enrollment Changes by Institution

Fall 2019 - Fall 2025



Fiscal Year Credit Hour Full-Time Equivalent by Institution FY 2021 – FY 2025 Actual & FY 2026 Estimate



National Trends & USM Summary

Nationally	University System of Maryland
First-time enrollment <u>TBD</u> - Public 4-year universities TBD - Public 2-year colleges TBD	First-time enrollment <u>increased</u> 3.0%. 5th year of increases - USM HBCU largest cohort since 2008
Increased Enrollment Reports: Colorado; Kansas, Maine; Minnesota; North Carolina; PASSHE; Tennessee; Utah;	Total enrollment increased 4.3%: - UG increased 4.5% - GR increased 3.5%
New international student decline expected 30-40% About 19% drop in student-visa (IHE 10/3/25)	USM International TBD
FTE Increases Reported: Kansas, Nebraska; Tennessee; South Dakota;	USM increased full-time enrollment and expecting higher FTE.

Questions?



Chad Muntz
Chief Analytics & Insight Officer
Office of Administration and Finance
cmuntz@usmd.edu

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Update on Prison Education Program

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 31, 2025

SUMMARY: Regent Wood will provide an update on prison education activities since his last update to the Board in June 2024.

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: October 31, 2025

BOARD ACTION:

DATE:

SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

TOPIC: Resolution of Appreciation for UMB Police & Public Safety (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 31, 2025

SUMMARY: The Board will take action to approve a resolution recognizing the University of Maryland, Baltimore (UMB) Police and Public Safety, established in 1975 to promote a safe and secure campus environment for students, faculty, staff, and visitors through education, engagement, and collaboration.

Throughout 2025, UMB Police and Public Safety will be commemorating and celebrating 50 Years of service.

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

THE UNIVERSITY SYSTEM OF MARYLAND
COMMENDING THE EXEMPLARY SERVICE OF

UMB Police & Public Safety

WHEREAS, University of Maryland, Baltimore (UMB) Police and Public Safety was established in 1975 to promote a safe and secure campus environment for students, faculty, staff, and visitors through education, engagement, and collaboration; and

WHEREAS, UMB Police and Public Safety provides a variety of services to both the campus community and the surrounding community to ensure safety and prevent crime; and

WHEREAS, using data-driven strategies, a high visibility approach, and proactive community policing, UMB Police and Public Safety have created an effective policing model that has made the UMB campus one of the safest places in downtown Baltimore; and

WHEREAS, UMB Police and Public Safety is dual-accredited through the Commission on Accreditation for Law Enforcement Agencies and the International Association of Campus Law Enforcement Administrators for professional excellence in public safety, and

WHEREAS, throughout 2025, UMB Police and Public Safety will be commemorating this golden anniversary with a yearlong celebration featuring the tagline “Celebrating 50 Years of Protecting What Matters: You.”

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Regents of the University System of Maryland commends UMB Police and Public Safety for its outstanding contributions to the University of Maryland, Baltimore and the City of Baltimore; and

BE IT FURTHER RESOLVED THAT the Board of Regents extends to its sincere gratitude to UMB Police and Public Safety for its dedication and service and looks forward to another 50 years of successful service.

DATE

Linda R. Gooden
Chair, Board of Regents

Jay A. Perman
Chancellor, University System
of Maryland

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Reaffirmation of the Board of Regents' Position against Illegal Discrimination
(action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 31, 2025

SUMMARY: The Board will take action to reaffirm its position against illegal discrimination.

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

OFFICE OF THE BOARD OF REGENTS**October 31, 2025****Reaffirmation of the Board of Regents' Position against Illegal Discrimination**

The University System of Maryland is committed to creating an environment where everyone is welcome and can thrive.

The Board of Regents strongly supports our mission: to educate and serve the people of Maryland; advance equity, justice and opportunity; and produce research and scholarship that improves lives.

To achieve that mission, our community – including our 12 universities, three regional higher education centers and system office – stands firmly behind a pledge to provide equal opportunity and an educational and work environment free of any discrimination. Examples include discrimination on the basis of race, color, religion, shared ancestry or ethnic characteristics, national origin, age, sex, sexual orientation, gender identify or expression, disability, genetic information, or any other characteristic protected by law.

As such, the board strongly condemns acts of hatred and intolerance that divide our community. This includes antisemitism and islamophobia, which have risen on college campuses in recent years.

Discrimination has no place at the USM. We stand for civility, inclusion and collaboration, core values that influence our work and propel us forward each day.

Jay A. Perman**Chancellor, University System of Maryland**

Linda R. Gooden**Chair, USM Board of Regents**

TOPIC: Convening Closed Session (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: October 31, 2025

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: October 31, 2025
Time: Approximately 11:30 a.m.
Location: University of Maryland Global Campus

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
- ☒ (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
 - ☒ (ii) Any other personnel matter that affects one or more specific individuals.
- (2) ☒ To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) ☒ 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) ☒ To consult with counsel to obtain legal advice on a legal matter.
- (8) ☐ To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) ☒ To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [X] 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) [X] 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):

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Discussion of legislative audit matters that are confidential by statute, as these are ongoing;

2. Discussion of IT security matters that pose 25/26 vulnerabilities of networks, critical IT infrastructure, and information resources;
3. Update of the 2025 internal audit plan of activity;
4. To consider the acquisition of properties in the City of College Park and Queen Anne's County;
5. Update on the status of collective bargaining at USM institutions;
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;
8. Discussion of public security;
9. An administrative matter related to security;
10. Discussion regarding research funding and the development of proposed FY27 budget;
11. Update on a USM presidential search;
12. Individual personnel matters at an institution; and
13. Discussions with legal counsel about an athletics-related contract under consideration and implications of recent federal actions.

REASON FOR CLOSING:

1. To maintain the confidentiality of matters involved in ongoing legislative audits, as required by Section 2-1226 of the State Government Article of the Annotated Code of Maryland (§3-305(b)(13));
2. To maintain confidentiality of USM's cybersecurity to avoid disclosing risk vulnerability of networks, critical IT infrastructure and information resources; (§3-305(b)(15));
3. To carry out an administrative function: discussion of calendar year's 2025 audit plan of activity by the USM Office of Internal Audit (§ 3-103(a)(1)(i));
4. To maintain confidentiality of discussions of potential property acquisitions prior to BOR approval (§3-305(b)(3));
5. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
6. To maintain confidentiality of discussions regarding an individual personnel matter (§3-305(b)(1));
7. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
8. To maintain confidentiality of embargoed proposed operating budget prior to the Governor's submission to the legislature (§3-305(b)(13)); and
9. To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8));