

AGENDA FOR PUBLIC SESSION

Call to Order

Chair Gourdine

- 1) Program Proposals (action)
 - a) [University of Maryland, College Park: M.S. in Marketing](#)
 - b) [University of Maryland, College Park: D.I.S. in Information Science Leadership and Community Engagement](#)
- 2) [Campus Safety Panel \(information\)](#)
- 3) [Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026 \(information\)](#)
- 4) Adjourn (action)



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

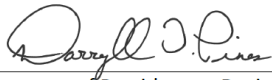
Department Contact

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

			<p>BUMK716 Brand Management</p> <p>BUMK760 Business Policies and Ethics</p> <p>BUMK758P Innovation & Product Development</p>
Bruno Jacobs	PhD, Erasmus University Rotterdam	Assistant Professor	BUMK6XX Marketing Research
Yogesh Joshi	PhD, Wharton School of Business, University of Pennsylvania	Professor	<p>BUMK758P Innovation & Product Development</p> <p>BUMK773 Pricing Analytics and Strategies</p>
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	<p>BUMK760 Business Policies and Ethics</p> <p>BUMKXXX Marketing in the Age of AI</p>
Rebecca Ratner	PhD Social Psychology Princeton University	Dean's Professor of Marketing	BUMK6XX Consumer Behavior
Michel Wedel	PhD, Marketing, University of Wageningen	<p>Distinguished University Professor</p> <p>PepsiCo Chair in Consumer Science</p>	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

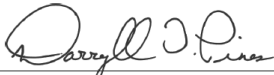
Department Contact

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.