



**BOARD OF REGENTS
Coppin State University
December 12, 2025**

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order

Chair Gooden

PUBLIC COMMENT

Welcome from Coppin State University

President Jenkins

Educational Forum: The Legal Landscape of Title VI in Higher Ed

Allison Boyle, AAG

Chancellor's Report

Chancellor Perman

I. Report of Councils

Council of University System Faculty

Dr. King White

Council of University System Staff

Mr. Prouty

Council of University System Presidents

President Breaux

University System of Maryland Student Council

Regent Mirani

2. Consent Agenda

Chair Gooden

a. Committee of the Whole

i. **Approval of meeting minutes from October 31, 2025, Public and Closed Sessions (action)**

ii. **Approval of meeting minutes from Special Meeting, November 11, 2025, Public and Closed Sessions (action)**

b. Committee on Advancement

i. **Approval of meeting minutes from November 5, 2025, Public and Closed Sessions (information)**

ii. **Advancement Committee Charge (action)**

c. Committee on Education Policy & Student Life

i. **Approval of meeting minutes from December 3, 2025 Public Session (information)**

ii. **Program Proposals (action)**

1. **Bowie State University: B.S. in Risk Management and Insurance**

2. **Bowie State University: Ph.D. in Nursing Education**

3. **University of Baltimore: B.A. in Law, Philosophy, and History**

iii. **Policy on Appointment Rank and Tenure of Faculty – Section C7 Revisions (action)**

iv. **Policy on Graduate Assistantships Revisions (action)**

- v. **Update on Prison Education** (information)
- d. **Committee on Finance**
 - i. **Frostburg State University: Brownsville Residence Hall: Renovation and Corrective Work** (action)
 - ii. **Towson University: Approval of Increase in Authorization for Fieldhouse and Towson Center Project** (action)
 - iii. **University of Maryland, Baltimore: Health Sciences and Human Services Library Electrical Distribution System Renewal** (action)
 - iv. **University of Maryland, Baltimore: Health Sciences Facility I Electrical Distribution System Renewal** (action)
 - v. **University of Maryland, Baltimore: Authorization of Maryland Global Initiatives Corporation to Support International Operations of other USM Institutions** (action)
 - vi. **University System of Maryland: Forty-Eighth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Associated Conversion of Cash-Funded Projects to Revenue Bond Funding** (action)
 - vii. **University of Maryland, College Park: Salesforce Contract Extension** (action)
 - viii. **Approval of Meeting Minutes from October 27, 2025** (information)
- e. **Committee on Governance & Compensation**
 - i. **Approval of Meeting Minutes from October 27, 2025, Public and Closed Sessions** (information)
- f. **Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare**
 - i. **Review of the Committee Charge, Role, and Responsibilities** (action)
 - ii. **Annual Report on Institution and BOR Policy Changes Impacting Student-Athletes - Jordan McNair Safe and Fair Play Act Report** (information)
 - iii. **Mid-year Athletic Directors' Updates – Rotating – UMBC, SU, UMCP** (information)
- g. **Committee on Research & Economic Development**
 - i. **Approval of October 10, 2025 Meeting Minutes** (action)
 - ii. **Momentum Fund Update** (information)
 - iii. **Research Report for Coppin State University** (information)
 - iv. **Research Report for University of Baltimore** (information)
- 3. **Review of Items Removed from Consent Agenda**
- 4. **Committee Reports**
 - a. **Committee on Research & Economic Development**
 - i. **Sustainability Action Plan** (information)
 - b. **Committee of the Whole**
 - i. **Update on UMGC Ventures Reintegration** (information)
 - ii. **Policy on Sex Discrimination** (action)

Regent Wood
President Miralles-Wilhelm

Dr. Leak

AAG Boyle

- iii. Maryland's Early College Landscape and Opportunity (information)
- iv. USM Policy Workgroup (information)

Chancellor Perman

Chair Gooden

- 5. Reconvene to Closed Session (action)

Chair Gooden



Report to the Board of Regents

Chancellor Jay A. Perman

Coppin State University | December 12, 2025

Thank you, Madame Chair. Good morning, everyone.

Regent Edwards, welcome. I look forward to our work together. I also want to welcome Tim Minor, vice chancellor for advancement and president and CEO of the USM Foundation. Tim isn't exactly new—he started in September—but this is his first Board meeting. And we're thrilled to have him in the USM family.

I also want to share two pieces of exciting news: First, President Darryll Pines has been elected a fellow of the National Academy of Inventors, a rare distinction and so well-deserved. And, second, one of Dr. Pines's students, whom we call Regent Dhruvak Mirani, has won a Marshall Scholarship, one of the world's most prestigious academic honors. He plans to study global security at the University of Glasgow, followed by a master's in cybersecurity at King's College London. Darryll, Dhruvak—congratulations.

WHAT WE DO WITH WHAT WE GET

As we close out the calendar year, you all know how often, and how loudly, I'm sounding the alarm about untenable pressures on our revenues—pressures that imperil the work we do. And so I want to start my report with gratitude to the philanthropists and friends who are stepping into the breach.

In what's becoming something of a tradition at these Board meetings, I get to congratulate *another* of our universities on a landmark gift from philanthropist MacKenzie Scott. Her \$50 million unrestricted donation to Bowie State University is the largest single gift in the university's history, and brings Ms. Scott's total giving to BSU to \$75 million. The money will support scholarships, research, and innovation, and enrich the student experience. Congratulations, President Breaux.

A \$50 million gift from civic leader Tom Golisano will fund pediatric care at the University of Maryland Medical System and at UMB's School of Medicine, the largest gift in their history. The money will support breakthrough science, education, and equitable, compassionate care for Maryland's children.

At the University of Maryland, College Park, a \$52 million gift from the A. James and Alice B. Clark Foundation will dramatically expand scholarships for engineering students and deepen collaborations with the world's top engineering schools.

A \$16 million gift from College Park Professor Anne Simon will support researchers and students in Cell Biology and Molecular Genetics who work to end viruses and infectious diseases in plants and in people.

Those two College Park gifts—and many more—seed the university’s new \$2.5 billion fundraising campaign, its most ambitious yet, whose goals are to expand access to education, accelerate pathbreaking research, and support a community united in doing good. Congratulations, President Pines.

WHOM WE WELCOME

Of course, doing good is the whole point of it—the whole point of *us*, this University System. And every year, we welcome into this community more and more people who want to do good *with us*.

With its newest graduates crossing the stage this winter, UMGC is celebrating a record-breaking Class of 2025. Not only did 18,000 students earn credentials over this last year, they earned them more quickly than ever before. UMGC’s average time-to-degree-completion dropped below three years for the very first time. Congratulations, Dr. Whitehead.

A couple of months ago, we celebrated our host, Coppin State University, who defied national trends by pulling off a four-year, 52% surge in enrollment among men. Today, Coppin is celebrating growth in Hispanic learners, with dually enrolled Hispanic students climbing five-fold and transfers tripling.

And, in fact, the *Baltimore Business Journal* just recognized Coppin as Greater Baltimore’s fastest growing college, with a one-year, 29% jump in enrollment. The people who need to know about Coppin State, *know* about Coppin State, President Jenkins. An incredible endorsement.

Towson University and the University of Baltimore have been named to Phi Theta Kappa’s 2025 Transfer Honor Roll, celebrated for the care and planning they put into pathways for transfer students. A spokesperson for the honor society said the people at these universities do more than just open doors; they walk students through them. Congratulations, President Ginsberg, Ms. Aughenbaugh.

I should mention that Towson earns accolades on the *other* end of the student experience, as well. The university’s career center ranks in the top 2% of schools nationwide for connecting students to meaningful career opportunities, excelling in student *and* employer engagement.

WHAT WE TEACH THEM

Salisbury University is launching the System’s first music therapy major, training students to use music within a therapeutic relationship to address patients’ mental and emotional health, neurological and developmental conditions, and physical health and rehabilitation. Congratulations, Mr. Modlin.

UMB's new Doctor of Social Work will grow the faculty we need to expand our practitioner pipeline, urgently important as Maryland faces critical shortages of social workers in behavioral and mental health, and child and family services. Meanwhile, UMB's Rural-MD Scholars program will prepare medical students who deeply understand rural medicine. They'll complete clinical rotations on the Eastern Shore, and commit to at least four years of post-training practice in underserved Shore communities. I know this means a lot to you, President Jarrell. Congratulations.

With its sights set on launching Maryland's *only* school for veterinary medicine, UMES has begun preparing for next year's accreditation site visit by the American Veterinary Medical Association's Council on Education. This is huge deal, President Anderson, and I know your careful plans and talented team will shine.

With an agreement signed last month, students at Frostburg State University now have a smoother pathway into the professional schools at the Lake Erie College of Osteopathic Medicine, paths facilitating provisional and final acceptance into schools of medicine, pharmacy, podiatry, and dentistry. Well done, President Smith.

All of these students are part of a bigger community, of course—a community of ideas, of scholarship, of inquiry and curiosity.

UMCES was just honored with the Coastal Stewardship Award by the Coastal and Estuarine Research Federation, recognizing 100 years of advancing scientific knowledge, public education, and solutions in coastal-zone health worldwide. Congratulations, President Miralles-Wilhelm.

As part of NIH's new research program to understand the human virome—the viruses that live *in* and *on* our bodies—UMB will use a \$14.5 million award to build a cutting-edge data center to generate and analyze the massive amounts of data coming out of this nationwide project, and thereby close the knowledge gap in a little-understood area of bioscience.

UMGC's leadership in cybersecurity education was just reaffirmed, as its top-ranked cyber competition team clinched first place at the 2025 Cyber Electromagnetic Activity Capture the Flag event, competing in coding, cryptography, and network analysis against leading academic, government, and industry teams. It's validation not only that UMGc students are workforce-ready but that they're ready to lead us through some of the greatest threats we face.

UBalt professor Jane Delury has just won a 2026 Pushcart Prize, one of the most prestigious and coveted small-press honors in American literature. Her short story, "Goodbye, Raymond Carver," is about a burned-out writing professor whose life imitates art when he's involved in a traffic accident on his way to class.

A new NSF-funded study at Towson University, with national and international partners, is redefining the way scientists think about how living creatures influence the planet. The work builds on the ecological concept of ecosystem engineering—when organisms alter the larger

physical environment by modifying their own habitats. Developing a broader framework, called “earth system engineering,” the researchers are exploring these processes across geologic time.

WHAT THEY MAKE

Of course, at the USM, we nurture not only thinkers but *doers*, not only scholars but *makers*, creators of new knowledge and of new *things*.

Bowie State brought together 117 colleges and universities—including 62 HBCUs—for the fifth annual HBCU+ Entrepreneurship Conference, this one focused on deep tech, AI, and innovation.

With a TEDCO grant, UMB is launching a center to support early-stage companies advancing climate health innovation. Part of the Baltimore Innovation Initiative pilot, the center will support ventures aimed at improving community resilience and well-being.

For the 25th time since its launch, Salisbury University’s Shore Hatchery celebrated entrepreneurs on campus and in the community. The main competition awarded \$100,000 to up-and-coming Mid-Atlantic ventures and \$13,000 to student entrepreneurs. Leah Osmon took the top prize for students with her SAT/ACT prep company, MathBridge.

The Universities at Shady Grove launched its Bernard Series for Entrepreneurship, sharing lessons in creating opportunities, navigating setbacks, and staying curious—in business and in life. I know that’s a mantra for you, Dr. Khademian.

A team of researchers from UMBC debuted an environmental sensor made out of simple balsa wood sheets—the kind you buy at a craft store. The team wanted something inexpensive, something sustainable, a sensor that’s cheap enough to be deployed in high numbers, giving us a more comprehensive read on the pollutants causing us harm. It’s the science and service we’ve come to expect of your people, President Sheares Ashby.

College Park earned a top 10 spot in the annual ranking of best U.S. schools for student entrepreneurship, put out by the *Princeton Review* and *Entrepreneurship* magazine. That ranking followed a 2025 APLU Innovation & Economic Prosperity Award. The recognitions reflect a cross-campus commitment not only to launching new ventures but to developing design skills—in all disciplines—that solve our most complex challenges.

HOW WE SERVE

Those challenges are global, of course. But they’re local, too. And for our universities—*of* their communities and *for* their communities—solutions are the currency that matters.

Frostburg State co-hosted the annual Leadership Allegany Education Day with its partners, Allegany College of Maryland and Allegany County Public Schools. The theme was Building Community Through Education, and collaboration took center stage, as Dr. Smith and her fellow leaders talked about the tight partnerships that prepare students for meaningful careers, yes, but that also strengthen the economic and social fabric of the region.

And in a *different* region, the USM at Southern Maryland did the same. Dr. Nesbary joined leaders from St. Mary's College and the College of Southern Maryland to discuss with Leadership Southern Maryland the region's education landscape and how partnerships can grow student access and opportunities. Thank you, Dr. Nesbary.

The USM at Hagerstown leans into its role not only as a leader but as a *neighbor*. The center ushered in the holiday season coordinating toy drives, food drives, winter coat drives. They funded holiday meals for families in need and sponsored gift-giving for the local Boys & Girls Club. Dr. Ashby, you and your team are the neighbors *your* neighbors deserve. Thank you.

WHAT WE GIVE

I know this has been a challenging year, when support we've relied on has dried up, when people on our campuses and in our communities have felt vulnerable, when values we've long held close have been questioned.

But we haven't withdrawn. We haven't shrunk. We've stepped up. We've reached out to those who need us and supported those who rely on us. We've affirmed—through our actions that matter *more* than our words—what we believe, and who and what we stand for.

In a year when international study and scholarship were targeted, UMBC sent more students abroad than ever before. When federal research funding was threatened, College Park and UMB established bridge funding to safeguard critical research capabilities and support affected scholars. When federal workers were laid off, universities across the System created pathways to help them pivot to new careers, new fields, new degrees. When U.S. servicemembers and veterans needed help pivoting themselves, we harnessed resources and programs to serve those who serve *us*.

We're not made to be timid. We're not made to shrink. We're made to be of service, and through that service, to change lives. Sometimes it feels equal parts important and impossible. But as we look to a new year with hope—and, yes, optimism—I thank you for *doing* the impossible, every single day.

Madame Chair, this concludes my report.

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COUNCIL of UNIVERSITY SYSTEM FACULTY

Regents Report December 12, 2025

This is a summary report of The Council of University System Faculty (CUSF) activities since our last submission in October. We held an ExCom meeting on December 1st, and a hybrid general body meeting on December 10th at Coppin State University that we will report on for the February 13th BOR meeting held over Zoom. In the interim there is another ExCom meeting scheduled for January 14th on Zoom, as well as an online General Body Meeting scheduled for January 21st. A significant focus of these meetings will be for faculty to prepare for participation strategies during Advocacy Day in Annapolis.

CUSF Meetings

The Tri-Council meeting is scheduled for November 20, 2025, with the final hour set aside for CUSF committee work and will be held at UMCP. The next CUSF General Body Meeting will be held in person at Coppin State University December 10, 2025.

Tri-Council General Body Meeting: November 20, 2025

A Tri-Council General Body Meeting with Council of University System Faculty, Council of University System Staff, and USM Student Council was held on November 20, 2025. The meeting was in person only.

At the Tri-Council Meeting, and after brief introductions, Regents Isiah (Ike) Legget, Dhruvak Mirani, and William (Bill) Wood spoke at some length about their experiences as Regents and their general outlook at the state of the USM from a short- and long-term perspective. CUSS Chairperson, Roy Prouty, and CUSF Chairperson, Ryan King-White, issued a series of curated questions regarding a variety of concerns that members of each council had sent forward. These focused primarily on how governmental and fiscal uncertainty may have an effect on students and laborers in the USM.

Next Council Chairperson's King-White, Jefferson Vasquez-Reyes, and Prouty delivered brief remarks on the State of the Councils. Each had reported key initiatives that the various Council's had embarked on during the AY. With specific regard to CUSF, King-White reported on a variety of highlights that each committee had either achieved or were working on this year (detailed at length below).

Andy Clark, Assistant Vice Chancellor, Government Relations, then outlined a legislative preview as we move towards the opening of the 2026 session. Although he acknowledged that there are likely issues that each campus was struggling with Clark reiterated the need to work together in order to secure funding for the USM in order to make the system “work” in the short-term. He highlighted several concerns as well as sites of opportunity for the system to benefit from – specifically that this is a reelection year for legislators who could use “easy wins” as talking points in their efforts.

Chancellor Jay Perman made time in his schedule to engage with the Tri-Councils in person rather than the originally scheduled Zoom. Perman outlined several achievements that have taken place in the system over the past year (high rankings for various institutions and increased student population for example), and concerns that there is very little wiggle room for fiscal belt tightening this year without major consequences that could have a deleterious effect on students and labor. Perman then responded to a few curated questions before yielding the dais to University of Maryland, College Park President Darryll Pines.

President Pines began his presentation by welcoming all members to campus at College Park and then provided a few highlights of achievements that took place at the institution in the past year. Namely, Pines spoke about the fiscal support strategies for low-income students to be able to afford the cost-of-attendance at College Park, and the collaborative efforts his faculty and staff have engaged with other campuses in the USM to great effect. Pines stressed the need for continued collaboration across institutions in order to be successful in uncertain times.

During lunch two groups were formed. One, met with Vice Chancellor Clark to formulate strategies for Advocacy Day. The second group remained in the main meeting room and discussed strategies for collaboration between the Tri-Councils. Upon returning from these breakouts, all members discussed a few sites where they could consider collaborating including the moral and ethical concerns around the use of AI.

To conclude the general body meeting, the remaining members of CUSF met with one another. For some this was the first time they had seen each other face-to-face and noted how meetings in this manner can help facilitate more cooperation. This exchange marked the end of the meeting.

Executive Committee

The Executive Committee members are:

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

The Executive Committee met on November 12, 2025. After brief introductions and approval of October minutes, Vice Chancellor Alison Wrynn reported that the Chancellor would be in person

for the Tri-Council meeting and on the BOR meeting held in October at UMGC. She detailed that the state of athletics at the University of Maryland – College Park and Early College Admissions made up the bulk of the meeting. Wrynn also relayed information on a 2.5 day council meeting, wherein alignments of state resources were discussed. She highlighted the \$4.1 million grant the USM had recently won from Ascendium to help support prison education initiatives in the state.

Ryan King-White provided his review of the October BOR meeting, detailing that he had attended the BOR meeting in October, attempted to meet with Regents, and provided a report to the BOR. With specific regard to CUSF concerns, King-White relayed the most up-to-date information he had on the USM bullying policy, research policy, legislative policy related to section C7, and that the Awards Committee roster had been finalized.

Vice Chair, Maida Finch helped review the Senate Chairs meeting that was held in October. Finch reported and all ExCom members concurred that the meeting was generally well received and started thinking of topics for the Spring gathering.

Member-at-Large Lorenda Naylor reported that the Award Committee was fully assembled and ready to review applications. She stressed that it is a challenge to get through all of the submissions, but that the work is rewarding.

As we wait for progress on the bullying policy Alison Wrynn and past-Chairperson Heather Haverback reiterated how there were distinct routes for harassment and bullying reporting at present – namely the Office of Human Resources and Office of Institutional Equity and Compliance.

Members then reported on what they had seen and heard at various BOR committee meetings. Namely, King-White spoke on how the finance committee largely discussed the funding and construction of new buildings with specific focus on the repairs to a building at Towson University that was subject to a fire this past summer. Secretary, Mirosław Janowski, reported that the Research and economic development committee discussed sustainability research and impact on economic development. He also noted that the BOR chair raised the threat of federal de-emphasis of this research and economic direction.

Awards Committee

Chairperson- Lorenda Naylor, University of Baltimore

Lorenda Naylor is officially serving as CUSF Awards Committee Chairperson. She will be joined by Renee Foose (Bowie State/comprehensive), Jamie Pierson (UMCES/research), Cherokee Layson-Wolf (UMB/research), Loretta Bayreh (Coppin State/HBCU). The awards committee roster now meets the guidelines for the selection of the deserving faculty. The team is prepared and looking forward to the work of reviewing these applications in order to present recommendations to the BOR.

Education Policy Committee

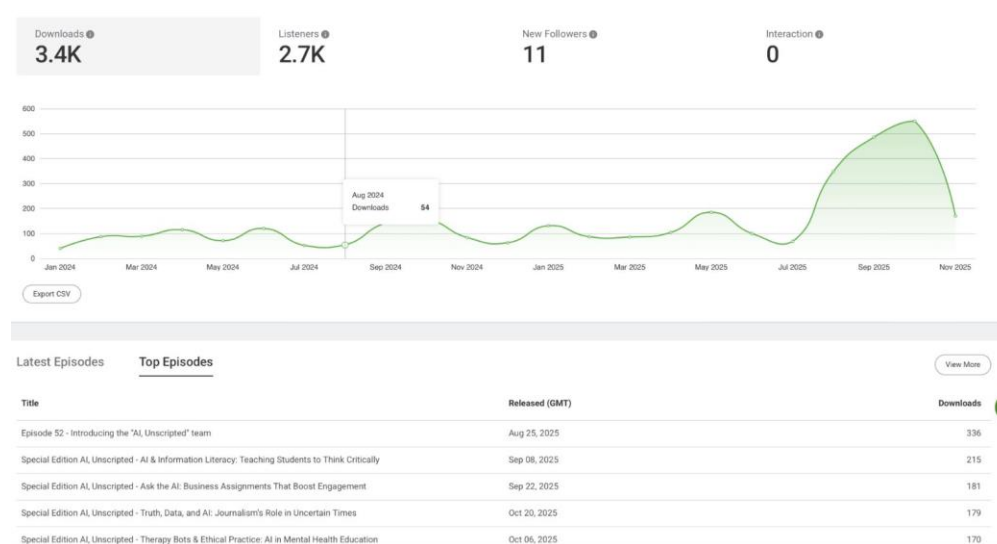
Chairperson- Dr. Mary Crowley, University of Maryland Global Campus

1. We have agreed to continue producing CUSF's "AI, Unscripted" podcast through the Spring 2026 semester with our partners, the USM's Kirwan Center, Maryland Online, and the University of Maryland, Baltimore's podcast, "Moving the Needle." We'll continue to have our three co-hosts interviewing higher ed faculty from across the state who are experimenting with generative AI tools in their teaching. The show airs as an episode every other week in UMB's "Moving the Needle" podcast and since launching, its listenership has grown dramatically.

As of November 10, the podcast had drawn 7,300 listens and its audience was growing at two times the rate of the host show. In fact, of the 60 episodes of "Moving the Needle" that had been aired by November 10, our first five shows had drawn the top 5 largest audiences for "Moving the Needle" and 15% of all "listens" for the host. Let me put that another way; our five episodes accounted for less than 10% of all episodes so far aired by our hosts, "Moving the Needle," but we had drawn 15% of all listeners. It had been downloaded 1,081 times and has doubled the number of followers for "Moving the Needle."

We are gaining listens twice as fast as the host podcast, the average number of downloads for new episodes of a podcast is about 30 downloads within the first seven days. This means half of all podcasts get fewer than 30 downloads in their first week, while the other half get more. Only 25% of all current podcasts get more than 100 downloads in the first 7 days after an episode is released. Our listeners clearly are hungry for our real-world lesson learned from stories on how faculty are using G/AI in their teaching and learning.

"AI, Unscripted" is a limited series from [University of Maryland, Baltimore \(UMB\)](#)'s "Moving the Needle" podcast, co-sponsored by [University System of Maryland](#) Kirwan Center for Academic Innovation, the USM's Council of University System Faculty @CUSF, and [MarylandOnline](#).



Podcast download statistics

Episodes are popular (likely some of the most popular episodes based on above chart). Have doubled number of followers for “Moving the Needle” to 24. Rate at which “AI, Unscripted” episodes are gaining listening is significantly higher than most others and picks up 100 listens twice as fast as a regular “Moving the Needle” episode.

We are looking for new guests. If you have someone you’d like to recommend, please email us at aiunscripted@usmd.edu. **The latest episode of the podcast dropped on Monday** and features a professor from Coppin State’s nursing program, Dr. Denyce Watties-Daniels.

2. The Kirwan Center has asked us to co-sponsor another virtual “AI Showcase.” This will be our fourth virtual AI conference in a row for higher ed faculty in the state. Because interest was really high for the last one – we had more than 500 attendees -- we’re considering making it two days this time, April 23-24, 2026. The Showcase would be co-sponsored by MontgomeryOnline, possibly also Montgomery College again. We expect to release a call for presentation proposals by the end of January, and would review proposals by the end of February, and would review proposals by the end of March

The committee has only six members this year. We’re going to need more volunteers to help review presentation proposals, handle campus promotions, and staff the individual webinar sessions. Please let me know if you can help.

3. USM’s proposed revisions to the System’s AI use policy. Frankly, other than the news that the Trump administration wants to prosecute any states that pass AI policies, which we have done, I do not see anything of potential concern to the faculty in it. But I have put it before the Committee for review and discussion.

We remain ready to bring the faculty view to the USM’s efforts to comply with federal and state requirements for the secure, ethical, and responsible use of artificial intelligence tools in research, teaching, and learning on the 12 campuses, and are wondering if there will be any further work on developing policy guidance on the instruction in and use of artificial intelligence tools by the System’s students, staff, teaching faculty, researchers, and administrators?

This committee is responsible for

- a. Bringing the faculty view to the USM’s efforts to comply with federal and state requirements for the secure, ethical, and responsible use of artificial intelligence tools in research, teaching, and learning on the 12 campuses by developing policy guidance on the instruction in and use of artificial intelligence tools by the System’s students, staff, teaching faculty, researchers, and administrators.
- b. Bringing the faculty view to the USM’s efforts to implement federal and state government employee requirements to protect the privacy, integrity, and security of its information systems.
- c. Bringing the faculty view in USM policy discussions about academic freedom and institutional autonomy in our challenging political environment.

4. USM’s proposed revisions to the System’s professional conduct and workplace bullying policy. This Committee, which is charged by the Board of Regents with responsibility for representing the System’s faculty in deliberations on policies related to their teaching and learning activities, has not seen a copy of that proposal since early summer when we submitted our final recommendations to the USM Office for revisions. Specific edits suggested include:

1. Expansion of the intent provisions to include workplaces and other teaching and learning environments where students may be doing internships, externships, work study, public buildings, public lands, and other contractual, paid, unpaid, noncredit, credit, nonprofit, volunteer, apprenticeship, sports, USM-sponsored, not USM sponsored, conferences, labs, clinic, or other curricular or extracurricular venues on or off campus are included.
2. Clarifying the definition of bullying in Sec. IV, Item A to include the words that clarified context, notably “intentional, severity, persistence, pervasive,” and and/or “frequent”.
3. Add the word “degrading” to Sec. IV, Item I, No. 3,
4. Clarify Sec. IV, Item H to specifically include “the internet,” “online classroom instant messaging,” “email,” “cellphones,” “social media,” and other “digital media” and “digital devices.”
5. Explain why sports practices, games, and other appropriate sporting venues are not mentioned in seemingly applicable sections such as Items A and B in Sec. IV
6. Change Sec. IV, Item B’s phrase “or offensive nicknames,” to “nicknames” and any other potentially offensive language or behavior.”
7. Replace appearances of the words “business related” with “professional related.”
8. Tighten language in Sec. V, Item A where it says “express any political opinion.” We had said the word “express” without further context as to where and how was ambiguous.

Faculty Affairs Committee

Chairperson- Doris Santamaria-Makang

Since there was not a general body meeting in November much of this is carryover (denoted with an asterisk) from the October report with key achievements in completing the campus safety survey and collaborating with Legislative Affairs to gain a follow up meeting about the section C7 process.

1. *Diversity, Equity and Inclusion**: To continue the work on this topic, our first step has been to reach out to Dr. Alyson Wrynn, Kelsey Beckett, and the AG at USM for existing guidelines on a coordinating strategy they may have for Higher Education Institutions across the system. The broader idea is to use those guidelines as possible avenues to pursue this topic in light on new government regulations, and to illuminate the conversations of this committee as we try to identify the elements within this topic that we believe are the issue(s) affecting faculty and that we want to target as a priority for

this committee. Ellen Schaefer-Salins will take the lead and reach out to the mentioned USM leaders to inform our next steps on this topic.

2. *Job Security/Job Protections for "Full time Non-Tenure Faculty across USM institutions"*: Out first step on this matter is to reach out to the former CUSF-Legislative Affairs Committee to gain some updates as to the status of a resolution approved by CUSF and sent to Chancellor Perman (about two years ago - we believe). The intention of this resolution was to change the categorization of this faculty as a way to open the doors for future promotion in the academic ladder and clearly articulate the professional benefits aligned with changes in their academic titles. One of the immediate changes proposed by this resolution was to change the category from Full time Non-Tenure Faculty to Teaching Faculty. Besides the change on the title name, it is not clear how the job protections and job security for these faculty members have changed. There appears to be concerns for faculty on USM Campuses about their job security. Doris Santamaria-Makang will take the lead and reach out to the former Legislative Affairs Committee's Chair and request an update and information on the status of the implementations of this resolution across campuses.
3. *Campus Safety*: James (Jamie) Pierson and Doris Santamaria-Makang are working on finalizing the recommendations report on this matter based on the data they collected from the survey administered last year across USM campuses. The report was circulated within the Faculty Concerns Committee for their own information and approval prior to being distributed to the main CUSF body. It is expected that this will be shared with the general body in December.
4. *C7 Process*: As noted above Santamaria-Makang, Pierson, along with Legislative Affairs members Holly Brewer and Tom Abrahms worked together in order to foster a discussion with Vice Chancellor Wrynn and representatives of the OAG to discuss how the process for section C7 worked and ask questions about why certain language was included and excluded. The overall concern is that the spirit of section C7, to address egregious acts by a faculty member, can be wielded in such a way as to weaken tenure protections by campus administrators who could extend the measure in unscrupulous ways. The feeling is that this could be a source of unnecessary legal issues for the USM and individual campuses. There will likely be a resolution emerging from this joint effort addressing this concern.

Legislative Affairs Committee

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

Reported that they are continuing working on facilitating shared governance via advocating for two USM faculty members to serve on the BOR, collective bargaining, to advocate for shared governance groups to be included in any pending cuts at the USM and institutional level and developing CUSF responses to federal and state legislation. A key achievement from this committee during the month of November was to encourage Chairperson King-White to great a

google document where members of the CUSF general body could share their county and district information. The reason for doing so is to more effectively place constituents in front of lawmakers during advocacy day.

Research Committee

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

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

Rules and Membership Committee

Chairperson- Maida Finch

This committee continues to work on basic standard operating procedures that could be cleaned up around online meetings with specific regard to producing virtual voting and comments on resolutions proposed by committees. In the spring they will begin the process of reviewing the CUSF constitution and bylaws to see if any changes are warranted in the era of Zoom. Plans are further set to work closely with Chair King-White and the Senate Chairs to make sure that an updated roster for the 2026-7AY is set as early as possible.

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

Respectfully submitted,

Dr. Ryan King-White
CUSF Chair



**COUNCIL OF
UNIVERSITY
SYSTEM
STAFF**

Council of University System Staff Report

Board of Regents Meeting
December 12, 2025

Bowie State University
14000 Jericho Park Rd
Bowie, MD 20715

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

Frostburg State University
101 Braddock Rd
Frostburg, MD 21532

Salisbury University
1101 Camden Ave
Salisbury, MD 21801

Towson University
8000 York Rd
Towson, MD 21204

University of Baltimore
1420 North Charles St
Baltimore, MD 21201

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

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

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

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

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

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

**University System of
Maryland Office**
3300 Metzgerott Rd
Adelphi, MD 20783

The Council of University System Staff participated alongside CUSF and USMSC in the 2025 Joint Councils Meeting which was held at College Park on Thursday November 20, 2025. On behalf of the organizers of that meeting, I would like to thank Regents Leggett, Mirani, and Wood for their time and insight as a part of the Regents Panel. Additionally, Assistant Vice Chancellor for Government Relations Andy Clark gave an overview of the state legislative processes as they affect the USM as well as laid-out what we might expect in the session ahead. For students, faculty, and staff who are new to the system or to the higher level operations of the system, this session led by Andy is always incredibly helpful and insightful, so I would like to thank Andy and his office for keeping the Joint Councils informed. Of course, I would also like to thank Chancellor Perman for his State of the System remarks and College Park President Pines for his welcome to College Park and answers to questions from the Joint Councils.

A major idea that came out of this meeting is the general consensus around AI-driven policy across our campuses. Students, staff, and faculty agreed broadly that there is not satisfactory guidance around the use of AI for instruction or productivity, alongside a general feeling that AI may grow to contribute to a lack of community-building among students. I hope the Councils will continue the work of identifying gaps in policy and practice. In the meantime, this is a clear indication that campuses with AI policies should be focusing on communication with their students, staff, and faculty around policy development as well as implementation.

Beyond the Joint Councils Meeting, the December business meeting of CUSS was earlier this week, so any substantive updates will appear in my oral report.

Related to communication. On the topic of communication between shared governance groups and campus senior leaders, CUSS will be once again administering a State of Shared Governance Survey. The survey will be made live in February, and I will hope to discuss important results at the June Board of Regents Meeting. Further, CUSS leadership has still gotten no feedback or engagement from the Office of the Governor, despite repeated attempts.

Related to equity & support. CUSS is eager to finalize best practices around campus crisis funding with the System Office of Administration and Finance.

As discussed last time, CUSS continues to explore the extent to which duplicative fees have been eliminated for campus employees seeking to take advantage of tuition remission as well as the extent to which campuses have made ombuds services available to campus employees.

The Council meets next at the University of Maryland, Baltimore where we will host Vice Chancellor Susan Lawrence to give an overview of the legislative process and what we might expect in the 2026 state legislative session.

I hope we can continue to improve practices that include staff in decision making, keep Staff informed of changes, and provide opportunities for Staff growth throughout the System.

Respectfully,

Roy Prouty (UMBC)
Chair

Meredith Carpenter (UMCP)
Vice Chair

Kevin Bruce (UMCES)
Secretary

Trish Johnson (BSU)
Member-at-Large

Kelly Cowger (SU)
Member-at-Large

Dr. Kalia Patricio (UMCP)
Past Chair



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
December 12, 2025

Since the last Board of Regents meeting in October, CUSP met on November 3, 2025, via Zoom and on December 1, 2025, in person at the Rita Rossi Colwell Center in Baltimore.

On November 3, 2025, the presidents received an update on the Maryland Charity Campaign from MCC Administrator Loraine Parks. Senior Vice Chancellor for Academic and Student Affairs Alison Wrynn, joined by Assistant Attorney General Alison Boyle, briefed the presidents on the new Title II digital accessibility requirements. SVC Wrynn also led a policy review discussion, focused on revisions to the Policy on Graduate Assistantships (III-7.11) and the Policy on Appointment, Rank, and Tenure of Faculty (II-1.00, Section 7). Chancellor Perman provided an update on the Frostburg State University presidential search.

CUSP met again in person on December 1, 2025. Assistant Attorney General Alison Boyle briefed the group on the Policy on Sex Discrimination. President and Vice Chancellor for Sustainability Fernando Miralles-Wilhelm presented an update on sustainability action planning. Chancellor Perman led a discussion on Maryland's Early College landscape and opportunity. The presidents heard a presentation from the Honorable Benjamin J. Cardin and Towson University President Mark Ginsberg on the Ben & Myrna Cardin Center for Civic Engagement & Civil Discourse. Senior Vice Chancellor for Administration and Finance Ellen Herbst provided an update on the recent DBM budget meeting, followed by Vice Chancellor for Legislative Affairs Susan Lawrence, who previewed the upcoming Senate Budget and Taxation Committee briefing scheduled for December 9.

Jefferson Vasquez-Reyes
President

Harshal Chauhan
Vice President of Graduate Affairs

Princess Nyamali
Vice President of Undergraduate Affairs



USM Office
3300 Metzgerott Rd,
Adelphi, MD 20783

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

Good morning, Chair Gooden, Regents, Chancellor Perman, University Presidents,

The USM Student Council, on December 6th, conducted interviews for the Student Regent position. We had a total of 8 candidates show up and share why they were interested in stepping up to serve in this vital position. They all did a fantastic job, and we really appreciated their setting aside time on a Saturday to participate in this critical process. The USMSC general body has voted on its recommendations, and we have submitted them to Chancellor Perman for his review. Thank you to UMBC for hosting us and to Dr. Zakiya Lee for supporting the council in coordinating this meeting and putting together all the candidates' materials. Most importantly, thank you to all our institutional partners who forwarded candidates.

Our executive board is now preparing to launch the USM Board of Regents Student Excellence Scholarships! We met to go over the criteria, and we are now preparing marketing materials to advertise it during the Spring semester. We are eager to receive applications from all our talented students in the system.

This concludes my report madam chair.

In service,

Jefferson Vasquez-Reyes

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

SUMMARY: The Board will take action to approve meeting minutes from the October 31, 2025 public and closed sessions, November 11, 2025, special meeting public and closed sessions.

ALTERNATIVE(S): No alternative is suggested

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION:

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



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

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public meeting of the University System of Maryland Board of Regents to order at 8:30 a.m. on Friday, October 31, 2025, at the University of Maryland Global Campus. Those in attendance were: Chair Gooden; Regents Blount, Coker, Fish, Gonella, Hur, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Former Regents Attman, Gossett, and Shea; Chancellor Perman; Presidents Anderson, Breaux, Fowler, Ginsberg, Jarrell, Jenkins, Lepre, Miralles-Wilhelm, Pines, Sheares Ashby, and Smith; Provost Mueller and Dr. Pomietto; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Sandler; Ms. Mulqueen, Ms. Perry, and AAGs Bainbridge and Boyle.

Chair Gooden welcomed the Board to UMGC and thanked President Fowler for the institution's hospitality. Chair Gooden offered reflections on the annual Board of Regents Retreat, which took place earlier in the month. The retreat focused on resilience and innovation as responses to contemporary disruption, which higher education and most industries are facing. She noted that several themes emerged across panels and discussions, including how the power of systemness can enhance resilience. She concluded by thanking retreat participants.

Public Comment: Chair Gooden opened the period for public comment. Four public comments were provided. Patrick Moran, President, AFSCME Council 3, Todd Holden, President AFSCME Local 1072 (UMCP-UMGC), and Jontae Thomas, AFSCME Local 1297 (BSU) spoke on collective bargaining. Daniel Greene, UMCP Associate Professor and Vice President of the local Chapter of AAUP, spoke on the Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds.

Educational Forum: *The Big Ten and the USM: A Three-Part Discussion.* Regent Geoff Gonella introduced the topic. The Education Forum began with a panel, which included Former Regents Gary Attman and Barry Gossett, and Former Chair Jim Shea. The panel discussion focused on the history and context surrounding the decision for the University of Maryland, College Park, to join the Big Ten Conference in 2014, providing a background understanding of how and why this partnership took shape, and how those early decisions continue to inform our position today. The second part of the forum focused on governance structures and legal considerations that have shaped the relationship between the University of Maryland, the Big Ten Conference, and the University System of Maryland. That conversation was led by Assistant Attorney General Allison Boyle. The third and final part of the forum overviewed considerations, strategic benefits, and long-term value that

the Big Ten affiliation represents for the University of Maryland and the broader USM community. President Pines and College Park Athletic Director Jim Smith guided this conversation. The Regents contributed questions and remarks throughout the forum. In response to a question posed by Regent McMillen, Chair Gooden announced that she will charge a workgroup to broadly examine board policies, chaired by Regent Stebbins.

Welcome from the University of Maryland Global Campus: President Fowler extended a warm welcome to everyone at the University of Maryland Global Campus. President Fowler detailed savings from employer-supported learners and learners leveraging military rank for credit. President Fowler shared record-breaking numbers on enrolled and graduated students. He reviewed several institutional initiatives that support accessibility, workforce needs, and international learning.

Chancellor's Report: Chancellor Perman began by highlighting recent national rankings achieved by USM institutions. Chancellor Perman noted other measures of excellence, such as enrollment increases, successful initiatives and partnerships, and milestone years celebrated. He discussed investing in new programs at our universities to grow opportunities for our students and serve the community. The written report is available at [[LINK](#)-Page 24].

1. Report of Councils

Council of University System Faculty: Dr. King-White summarized the Council of University System Faculty (CUSF) activities their last submission in September. The Tri-Council meeting is scheduled for November 20, 2025 at UMCP. The council will set aside the final hour for CUSF committee work. The next CUSF General Body Meeting will be held in person at Coppin State University December 10, 2025. The written report is available at [[LINK](#)-Page 32].

Council of University System Staff: Roy Prouty presented the report. Dr. Kalia Patricio, the previous CUSS Chair, wrote to the Governor's Office to improve relations between the state and the nearly 13,000 non-bargained system staff. Following this, Dr. Patricio and Mr. Prouty met with then-Secretary Helene Grady and policy advisors on September 17 to discuss better advocacy methods. Meeting most recently on October 14, CUSS has identified ideas for future action. The written report is available at [[LINK](#)-Page 38].

Council of University System Presidents: President Breaux presented the report. The Council of University System Presidents has not convened since the last board meeting at Salisbury University last month. The next council meeting is scheduled for Monday, November 3, 2025. Although CUSP has not convened, the presidents continue to meet regularly regarding federal actions that may have implications for the University System of Maryland. The written report is available at [[LINK](#)-Page 44].

University System of Maryland Student Council: Mr. Vasquez-Reyes presented the report. The USMSC met for the first time on October 5th, 2025. The council adopted a new structure for council meetings, dividing them between our Graduate Council and Undergraduate Council meetings. The GSA representatives participated in a discussion

where they shared their challenges. Common topics included: VISA conflicts, international student support, and research funding cuts. The undergraduate council also had a meaningful discussion about the challenges they are experiencing. Common themes discussed included international student support, affordable housing, transparency concerns, and parking. The majority of institutions' SGAs and GSAs are seeing increased engagement and more assembly members. [[LINK](#)-Page 45].

2. Consent Agenda

Chair Gooden

The Consent Agenda was presented to the Regents by Chair Gooden.

(Moved by Regent Gooden; seconded by Regent Fish; unanimously approved). The items included were:

- a. Committee of the Whole
 - i. Approval of meeting minutes from September 19, 2025, Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from Special Meetings, October 17, 2025, Public and Closed Sessions (action)
- b. Committee on Audit
 - i. Review of BOR Charge Policies (action)
 - ii. FY 2026 Audit Committee Workplan (information)
 - iii. Completed Office of Legislative Audit Activity (information)
 - iv. Open Action Items from Prior Meetings (information)
- c. Committee on Education Policy & Student Life
 - i. Program Proposals (action)
 - 1. University of Maryland, College Park: M.S. in Marketing
 - 2. University of Maryland, College Park: D.I.S. in Information Science Leadership and Community Engagement
 - ii. Campus Safety Panel (information)
 - iii. Notification of Awards: Wilson H. Elkins Professorships, FY26 and USM Scholarships, AY 2025-2026 (Information)
- d. Committee on Finance
 - i. University System of Maryland: Amendment to the Forty-Seventh Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
 - ii. Salisbury University: Increase in Authorization for Commons Building Kitchen HVAC Replacement (action)
 - iii. Towson University: Central Utility Plant Fire Restoration (action)
 - iv. University System of Maryland: Report on FY 2025 Procurement Contracts (information)
- e. Committee on Governance & Compensation
 - i. Approval of Meeting Minutes from September 3, 2025, Public and Closed Sessions (information)
- f. Committee on Research & Economic Development

- i. Approval of Meeting Minutes (action)
- ii. Sustainability Strategic Plan and Research (information)
- iii. Climate Innovation Alliance (information)
- iv. Venture Development and Innovation Collaborative Updates (information)
- v. Momentum Fund Update (information)
- vi. Research Update and Future Committee Priorities (information)
- vii. Approval of Committee Charge (action)

3. Committee Reports

a. Committee on Finance

- i. Enrollment Update and FY 2026 Estimated FTE Report (information) Regent Fish
Regent Fish introduced the report. Associate Vice Chancellor Chad Muntz presented the information. This annual report provides a preliminary update about the fall undergraduate, graduate, and first-professional student enrollment for the University System and each institution.

b. Committee of the Whole

- i. Prison Education Initiative Update (information) Regent Wood
Regent Wood introduced the report. Regent Wood provided an update on prison education activities since his last update to the Board in June 2024.
- ii. Resolution of Appreciation for UMB Police & Public Safety (action) Chair Gooden
Chair Gooden introduced the item. The Board took action to approve a resolution recognizing the University of Maryland, Baltimore (UMB) Police and Public Safety. (Moved by Chair Gooden, seconded by Regent Hur; unanimously approved.)
- iii. Reaffirmation of the Board of Regents' Position against Illegal Discrimination (action) Chair Gooden
Chair Gooden introduced the item. The Board took action to reaffirm its position against illegal discrimination. (Moved by Regent Gonella, seconded by Regent Hur; unanimously approved.)

4. Reconvene to Closed Session (action)

Chair Gooden

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

Meeting adjourned at 11:32 a.m.



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

Closed Minutes

Chair Linda Gooden called the closed meeting of the University System of Maryland Board of Regents to order at 11:49 a.m. on Friday, October 31, 2025, at the University of Maryland Global Campus. Those in attendance were: Chair Gooden; Regents Blount, Coker, Fish, Gonella, Hur, Leggett, Lewis, McMillen, Mirani, Rivera-Forbes, Smarick, Speaks, Stebbins, Wood; Chancellor Perman; Presidents Breaux, Jarrell, Pines, and Smith; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Sandler; Ms. Mulqueen, Ms. Perry, and AAGs Bainbridge, Boyle, and McFarlane; Mr. Oler, Mr. Baker, and Mr. Chapman.

Call to Order.

1. Consent Agenda (action)

Chair Gooden asked if there were items the Regents wished to remove from the consent agenda. Seeing none, the Regents voted to approve the consent agenda which included the items below. (Moved by Regent Gonella; seconded by Regent Leggett; unanimously approved. Regent Mirani abstained from the agenda item on University of Maryland, College Park: Lease Request for the Applied Research Laboratory for Intelligence and Security).

a. Committee on Audit

- i. Update of USM Legal Matters (information)
- ii. Update of USM IT Security Environment of Activity (information)
- iii. Office of Legislative Audit Activity in Process (information)
- iv. CY 2025 Office of Internal Audit Plan Update (information)
- v. Update – Allegations Reported to Internal Audit (information)

b. Committee on Finance

- i. University of Maryland, College Park: Lease Request for the Applied Research Laboratory for Intelligence and Security (action)
- ii. University of Maryland, College Park: Real Property Acquisition in Queen Anne's County by Gift (action)

c. Committee on Governance & Compensation

- i. Collective Bargaining Update (information)

- ii. University of Maryland, College Park Mid-Negotiation Briefing re MOU with FOP (action)
 - iii. Review of Certain Contracts and Employment Agreements (information)
 - 1. John Phillips, UMCP – Head Coach, Men’s Golf
 - 2. Pete Shinnik, TU – Head Coach, Football
 - d. Committee of the Whole
 - i. Board Resolution on Defense Security Service (action)
- 2. **Meeting with the Presidents (information)**
 As part of their performance reviews, the Board met individually with Interim President Smith and President Breaux. (§3-305(b)(1)).
- 3. **Security Briefing (information)**
 The Board received a safety and security update from Chief David B. Mitchell, Chief of Police and Director of Public Safety at the University of Maryland Police Department. The briefing included a discussion of risks and concerns. (§3-305(b)(10));
- 4. **Discussion on Administrative Matter Related to Security (information)**
 The Board discussed an administrative matter related to the security of board members. (§3-103(a)(1)(i))
- 5. **Research Funding (information)**
 As the USM develops its FY 2027 operating budget, the Board discussed the anticipated effects of federal research funding reductions and the coordinated institutional strategies to maintain research strength and competitiveness. (§3-305(b)(13))
- 6. **Consult with Legal Counsel on Recent Federal Actions (information)**
 The Regents consulted with counsel on litigation related to recent Federal actions. (§3-305(b)(7) and (8))
- 7. **Consult with Legal Counsel on Legal Guidance Regarding the Big Ten Agreement (information)**
 The Regents consulted with counsel regarding an athletics-related agreement that the University of Maryland, College Park, is considering. (§3-305(b)(7) and (8))
- 8. **Update on a Personnel Matter at an Institution (information)**
 The Board heard an update on two personnel matters regarding employees at a USM institution. (§3-305(b)(1))

The meeting adjourned at 4:57 p.m.



**BOARD OF REGENTS
Special Meeting – Zoom
November 11, 2025**

AGENDA FOR PUBLIC SESSION

5:00 P.M.

Call to Order

Chair Gooden

Chair Linda Gooden called the public session of the special meeting of the University System of Maryland Board of Regents to order at 5:03 p.m. on Tuesday, November 11, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gonella, Gourdine, Hasan, Hur, Leggett, Lewis, Mirani, Smarick, Speaks, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, Mosca, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; AAG Boyle; President Pines, Vice President Oler, and Athletic Director Smith.

1. Reconvene to Closed Session (action)

Chair Gooden

Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under (§3-305(b)(7) and (13)). (Moved by Regent Fish, seconded by Regent Lewis; unanimously approved.)

Meeting adjourned to closed session at 5:04 p.m. Chair Gooden called the meeting back to public session at 6:11 p.m.

2. Sense of the Board on an Athletics-related Contract Under Consideration (discussion)

The Board discussed and expressed support for President Pines’ decision for UMCP, as a member of the Big Ten Conference, to vote in favor of the proposed investment deal between an outside investor and the Big Ten Enterprise. It was noted that the President has the authority to make this decision, and that the Board is entitled to full disclosure and the opportunity to address any concerns as part of its oversight responsibilities. With one abstention, the sense of the Board was unanimously supportive of moving forward with the President’s recommended approach. (Introduced by Regent Leggett, supported by Regent Fish; Regent Gonella abstained.)

Sense of Support Count = Yeas: 10 Nays: 0 Abstentions: 1

3. Reconvene to Closed Session (action)

Chair Gooden

Chair Gooden read the “convene to close” statement citing the topics for the closed session and the relevant statutory authority for closing the meeting under (§3-305(b)(7) and (13)). (Moved by Regent Fish, seconded by Regent Leggett; unanimously approved.)

Meeting adjourned to closed session at 6:16 p.m.



UNIVERSITY SYSTEM *of* MARYLAND

BOARD OF REGENTS Special Meeting - Zoom November 11, 2025

Closed Minutes

Call to Order. Chair Linda Gooden called the closed session of the special meeting of the University System of Maryland Board of Regents to order at 5:04 p.m. on Tuesday, November 11, 2025, via Zoom. Those in attendance were: Chair Gooden; Regents Atticks, Blount, Coker, Fish, Gonella, Gourdine, Hasan, Hur, Leggett, Lewis, Mirani, Smarick, Speaks, Stebbins, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellors Lawrence, Masucci, Minor, Mosca, and Sandler; Chief of Staff Wilkerson, Director Mulqueen, and Deputy Chief of Staff Perry; AAG Boyle; President Pines, Vice President Oler, and Athletic Director Smith.

1. Summary Financial Analysis on an Athletics-related Contract Under Consideration (information)

The Board received and discussed a summary financial analysis of the Big Ten Enterprise contract being considered by the University of Maryland, College Park. (§3-305(b)(7) and (13)).

The meeting adjourned to public session at 6:11 p.m. Chair Gooden called the meeting back to closed session at 6:16 p.m.

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

The Board, having received a memo from AAG Bainbridge, posed questions at the meeting regarding legal advice of counsel on the Board's role in the Big Ten Enterprise investment deal being considered by the University of Maryland, College Park. (§3-305(b)(7) and (13)). Regent Wood requested that there be recognition of the Board's full authority as set forth in the Maryland Education Article §12-104(c), which was not expressly referenced in the written legal guidance, and the Chair confirmed that this would be reflected in the minutes; AAG Boyle suggested that this could also be acknowledged in future related activities of the Board.

The meeting adjourned at 6:24 p.m.



**BOARD OF REGENTS
COMMITTEE ON ADVANCEMENT**

November 5, 2025

Meeting via Video and Conference Call

Minutes of the Public Session (DRAFT)

Regent Gonella called to order the meeting of the Advancement Committee of the University System of Maryland Board of Regents at 11:00 am, with participants joining by video conference and teleconference.

Regents participating in the session included: Mr. Gonella, Ms. Gooden, Mr. Mirani, Ms. Lewis, Mr. McMillen, and Ms. Speaks. Also participating were: Chancellor Perman; Ms. Herbst; Mr. Minor, Mr. Sandler, Dr. Masucci, Mr. Mosca, Ms. Wilkerson, Ms. Horrigan, and Assistant Attorney, Mr. Jirinec, Ms. Cameron, Ms. Kolakowski, Ms. Senserini, Mr. Gilbert, Ms. Varghese, Mr. Curtin, Ms. Silanskis, Ms. Sweet, Mr. Short, Mr. DeFilippis, Mr. Bowden, Ms. Caldwell, Ms. Colaprete, Mr. Harris, Mr. Humbert, Mr. Balcom, Mr. Roche, and Ms. Hossick.

1. Introductions (information)

Regent Gonella welcomed Vice Chancellor for Advancement Tim Minor to his first meeting of the Board of Regents Advancement Committee and welcomed new committee members: Yvette Lewis, Michelle Spaks, and Tom McMillen. He then turned to the first item on the agenda.

2. Fundraising Updates (information)

Regent Gonella reported on fundraising results for FY25 and fundraising progress in FY26. For FY25, USM raised \$387 million toward a \$352 million goal, exceeding the goal by 10%. Several campuses surpassed their goals: Coppin State came in 138% over their goal, Frostburg 14% over, Salisbury 19%, Towson 9%, UMB with 31%, UMCES with 47%, and UMCP by 2%. The goal for FY26 is \$385 million, and the USM is 32.5% toward the goal as of the end of the first quarter. Regent Gonella acknowledged the \$38 million gift the UMES received in October from philanthropist Mackenzie Scott, the largest single donation in UMES's history.

Regent Gonella noted several campus milestones. The University of Maryland, College Park publicly launched their campaign, *Forward: The University of Maryland Campaign for the Fearless*. Vice President Jim Harris reported that as of October 28, Maryland has reached \$945 million toward their \$2.5 billion goal. The campaign will run through 2030; its annual fundraising target is \$320 million.

BSU Bold: The Campaign for Excellence campaign, reached its goal of \$50 million in 2023 – two years ahead of the scheduled end of the campaign – and promptly raised the bar to set a new goal of \$75 million – which they surpassed in August.

At its 125th anniversary gala, Coppin State announced surpassing their campaign goal of \$25.5 million for the *BE MORE* campaign, which was the largest campaign in the university's history.

The University of Baltimore and UMCES are celebrating centennials this year and are leveraging that milestone for fundraising purposes.

3. Update on Advancement and Alumni Engagement Professional Development Programs (information)

Regent Gonella briefly shared with the committee about how the USM Advancement Office works to elevate fundraising and engagement across the USM. The office offers shared services that include advancement and alumni engagement professional development programs. Additionally, the USM held its annual “Wills Week” from October 20 through 24, which featured daily live webinars on financial planning in concurrence with National Estate Planning Awareness Week. The conference was open to anyone with a USM connection and attendees ranged from staff to alumni to current faculty and students. More than 1,900 people registered for the conference and received positive feedback.

4. Advancement-Related Board of Regents Policies (information)

The Committee reviewed a list of advancement-related Board of Regents policies. Staff will report on which policies need to be updated or revised at the next committee meeting.

5. BOR Committee on Advancement Charge (action)

Regent Gonella explained that at the beginning of each annual meeting cycle, the Board’s Committee on Governance and Compensation requests that each committee review and update its charter as needed. votes to approve the charge

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

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

6. Convene to closed session (action)

Regent Gonella read the Convene to Close Statement: the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Mr. Wood, unanimously approved.] The closed session convened at approximately 11:08 a.m.

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

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

Regent Gonella thanked everyone for joining. The public meeting was adjourned at at 11:40 am.

Respectfully submitted,

Geoff J. Gonella



**BOARD OF REGENTS
COMMITTEE ON ADVANCEMENT**

November 5, 2025

Meeting via Video and Conference Call

Minutes of the Closed Session (DRAFT)

Regent Gonella called to order the meeting of the Advancement Committee of the University System of Maryland Board of Regents at 11:40 am, with participants joining by video conference and teleconference.

Regents participating in the session included: Mr. Gonella, Ms. Gooden, Mr. Mirani, Ms. Lewis, Mr. McMillen, and Ms. Speaks. Also participating were: Chancellor Perman; Ms. Herbst; Mr. Minor, Mr. Sandler, Dr. Masucci, Mr. Mosca, Ms. Wilkerson, Ms. Horrigan, Assistant Attorney General Boyle, Mr. DeFilippis, Ms. Cameron, and Ms. Hossick.

1. Naming requests from Towson University (action)

The committee considered two naming requests from Towson University; both requests were to name public spaces around John B. Schuerholz Park, the university's baseball park, and both recognize generous gifts in support of the Athletics Capital Projects Fund as part of the TU athletics program's "Campaign for Excellence."

The first request is to name a plaza outside the park in recognition of a \$500,000 commitment from a couple who are TU alumni.

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

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

The second request is to name the playing field in recognition of a \$1 million commitment from a charitable foundation and will honor an historic sports figure.

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

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

The meeting adjourned at 11:55 am.

TOPIC: Committee Charge

COMMITTEE: Advancement Committee

DATE OF MEETING: November 5, 2025

SUMMARY: The BOR Committee on Advancement will review and discuss the committee charge.

ALTERNATIVE(S): None.

FISCAL IMPACT: None.

CHANCELLOR'S RECOMMENDATION: None.

COMMITTEE ACTION:	Approved.	DATE: 11.5.25
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BOARD ACTION:	DATE:
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SUBMITTED BY: Timothy A. Minor, Vice Chancellor for Advancement,
tminor@usmd.edu 301-445-1941



Committee on Advancement Charge

The Committee on Advancement shall consider and report to the Board on all matters relating to the University System of Maryland's private fund-raising efforts, including policies, strategies, best practices and national standards affecting capital campaigns and ongoing fund-raising programs of individual institutions and the University System of Maryland.

This Committee shall give support to individual institutions and affiliated foundations in all development/advancement efforts, recognizing the vast majority of donors' interests lie with individual institutions, and in many cases, specific programs. This Committee shall also encourage individual institutions and affiliated foundations in seeking collaborative and joint fundraising between and among institutions and programs.

This Committee shall support efforts to bring more resources to advancement programs in order to build a thriving culture of philanthropy and engagement, which in turn improves scholarship, student access, and innovation across the USM.

This Committee shall review institutional and system-wide efforts and make recommendations to the Board regarding the enhancement of system interests through entrepreneurial and private fund-raising activities, including gifts, donations, bequests, endowment, grants, venture, cooperative agreements, and other public-private opportunities.

The Committee will encourage all system institutions to establish positive and noteworthy stewardship standards, reflected in the regular communication with donors about the intent, use, and outcomes of the application of the funds received. This Committee will review requests related to the naming of academic programs and facilities.

This Committee acknowledges the critical role of affiliated foundations in these efforts, and in particular good stewardship and management of funds. This Committee shall consider and report to the Board on all matters relating to System-affiliated foundations, alumni associations and similar 501 (c) (3) organizations affiliated with the USM and monitor activities to assure adequate institutional controls are in place.

Per Regents policy, this committee shall review selected Regent's Advancement policies annually and each policy shall be reviewed at least once every four years.



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

Minutes of the Public Session

The Committee on Education Policy and Student Life and Safety (EPSLS) of the University System of Maryland (USM) Board of Regents (BOR) met virtually (via Zoom) in public session on Wednesday, December 3, 2025. The meeting was convened at 9:3 a.m. Committee members present were: Regents Gourdine (chair), Coker, Gooden, Hasan, Leggett, Lewis, Stebbins, Smarick, and Wood. Chancellor Perman and Senior Vice Chancellor Alison Wrynn were also present.

The following were also in attendance on Zoom: Dr. Allen, Dr. Alston, Dr. Amoussou, Dr. Ashby, Ms. Beckett, Dr. Blackman, AAG Boyle, Dr. Cade, Dr. Caraco, Dr. Clark, Dr. Cooper, Dr. Davis, Dr. Dennison, Dr. Djerdjouri, Dr. Esters, Dr. Grimes, Dr. Hall, Dr. Haywood, Senior Vice Chancellor Herbst, Dr. Hurte, Dr. Kassner, Dr. King-White, Ms. Lang, Vice Chancellor Lawrence, Dr. Lee, Dr. Lynch, Dr. Marano, Vice Chancellor Masucci, Dr. Mathias, Dr. Miller, Vice Chancellor Minor, Dr. Mueller, Dr. Muhoro, Mr. Muntz, Dr. O'Neill, Dr. Perreault, Dr. Reed, Mr. Roberts, Vice Chancellor Sandler, Dr. Sanford, Dr. Skevakis, Mr. Vasquez-Reyes, Dr. Ward, Dr. Wauchhaus, Dr. Whitehead, Ms. Wilkerson, and Dr. Williams.

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

Action Items

Academic Program Proposals

Bowie State University: Bachelor of Science in Risk Management and Insurance

Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs, Mr. William Roberts, Director, Maguire Academy of Insurance and Risk Management, and Dr. Mohamed Djerdjouri, Dean, College of Business, presented Bowie State University's proposal to offer a Bachelor of Science in Risk Management and Insurance. This program will offer a comprehensive study of risk management and insurance principles and will blend theoretical knowledge with practical applications across diverse industries. Students will gain hands-on experience through internships, case studies, and industry partnerships, while deepening their understanding of regulatory frameworks, risk mitigation strategies, and insurance operations.

Mr. Roberts noted that there are no undergraduate risk management programs in Maryland. He said that there is a need for this type of training and that the 10-year outlook shows that need will continue to increase.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a Bachelor of Science in Risk Management and Insurance.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Bowie State University: Ph.D. in Nursing Education

Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs, Dr. Monique Alston, Chair, Department of Nursing, and Dr. Cheryl Blackman, Dean, College of Professional Studies, presented Bowie State University's proposal to offer a Ph.D. in Nursing Education. This program will be unique to this region of Maryland, as no other institution offers a Ph.D. in Nursing Education as its primary curriculum content. It will increase the number of Ph.D.-prepared nursing faculty in Maryland.

Dr. Alston noted that this will allow students to start and end their education in nursing at Bowie State University. Regent Wood asked about the federal government's impact on the nursing profession and Dr. Alston noted that national advocacy groups are working to ensure that the profession continues to move forward. Chancellor Perman and several Regents expressed how critical this program is.

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

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from Bowie State University to offer a Ph.D. in Nursing Education.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

University of Baltimore: Bachelor of Arts in Law, Philosophy, and History

Dr. Ralph Mueller, Senior Vice President and Provost, and Dr. Joshua Kassner, Professor, Philosophy, presented the University of Baltimore's proposal to offer a Bachelor of Arts in Law, Philosophy, and History. This is a humanities-based interdisciplinary undergraduate pre-law program that integrates three existing undergraduate pre-law programs: Legal Studies (LEST); Philosophy, Law, and Ethics (PLE); and History (HIST)—at the only university in Maryland that is home to both a law school and pre-law bachelor's degrees.

Regent Smarick said that he wishes more students going to law school had this foundation and that students from other USM institutions may be interested in the courses. Chancellor Perman applauded the interdisciplinary approach of the program.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposal from the University of Baltimore to offer a B.A. in Law, Philosophy, and History.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Policy on Appointment, Rank, and Tenure of Faculty – Section C.7. Revisions

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented proposed revisions to section C.7. of the Board of Regents Policy II-1.00 on Appointment, Rank, and Tenure of Faculty. A workgroup consisting of three Council of University System Faculty (CUSF) members, two provosts, and an associate provost proposed revisions to this section which were then reviewed by the Office of the Attorney General.

The proposed amendments provide clarification on the options for a hearing, the role of the chief executive officer, compensation after Notice of Termination, and the appeal process.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed revisions to the Policy on Appointment, Rank, and Tenure of Faculty.

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

Vote Count: Yeas: 9 Nays: 0 Abstentions: 0

Revisions to Policy on Graduate Assistantships

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, presented proposed revisions to the Board of Regents Policy III-7.11 on Graduate Assistantships. The proposed revisions come after meetings with the students on what they would change regarding the meet and confer process.

The proposed revisions to the policy aim to strengthen the “meet and confer” process. The following principles and guidelines are proposed:

- Formalize the structure and expectations of the meet and confer process
- Mandatory training for all involved in the process
- Involvement of an ombudsperson
- Accountable follow-up process

Chancellor Perman reiterated that the USM is committed to the meet and confer process.

The Chancellor recommends that the Education Policy and Student Life and Safety Committee recommend that the Board of Regents approve the proposed revisions to the Policy on Graduate Assistantships.

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

Information Items

Update on Prison Education

Dr. Alison Wrynn, Senior Vice Chancellor for Academic and Student Affairs, and Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, presented an update on the prison education program. They provided an overview of the work being done across the system starting in 2015 with the expansion of the Second Chance Pell Initiative. They detailed the programs at University of Baltimore and Bowie State University, as well as a program getting ready to launch at Towson University.

Drs. Wrynn and Lee discussed the work that Julep Consulting performed to review the national landscape and outline the potential for prison education and reentry services in Maryland. In October 2025, the University System of Maryland was awarded a \$4.1 million grant by Ascendium to expand the prison education program across the USM and the state of Maryland. They ended their presentation with an overview of the current priorities of this work, which will be supported by the Ascendium grant.

Regent Wood thanked Drs. Wrynn and Lee for their work and noted that these types of programs have positive impacts on incarcerated individuals such as reducing recidivism. Chancellor Perman thanked Regent Wood for being the Regent champion for this work and recognized the institutions that have been doing this work. Regent Gourdine asked about evaluation and Dr. Wrynn noted that Westat is the evaluation partner in the grant.

Motion to Adjourn

Regent Gourdine thanked all for a productive meeting. She called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Smarick, and unanimously approved. Regent Gourdine adjourned the meeting at 10:42 a.m.

Respectfully,

Regent Michelle Gourdine
Chair



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

TOPIC: Bowie State University proposal for a BS degree in Risk Management and Insurance

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The Bachelor of Science in Risk Management and Insurance is an innovative program central to BSU's mission of delivering cutting-edge academic programs and transformational experiences that prepare students for successful careers. This program offers a comprehensive study of risk management and insurance principles, blending theoretical knowledge with practical applications across diverse industries.

Building upon foundational business courses and interdisciplinary studies, the program integrates finance, economics, data analytics, and management with specialized insurance coursework. The curriculum is designed to equip students with critical skills in underwriting, claims analysis, risk assessment, and enterprise risk management. A hallmark of the program is the emphasis on technical expertise alongside professional development. Students gain hands-on experience through internships, case studies, and industry partnerships, while deepening their understanding of regulatory frameworks, risk mitigation strategies, and insurance operations.

Beyond technical proficiency, the program fosters strong analytical thinking, communication, and ethical decision-making skills. This multidisciplinary foundation prepares graduates not only for immediate career success but also for lifelong learning and adaptability in the evolving risk management and insurance landscape. Upon completion, students will be qualified for a host of positions in private, public, and non-profit sectors.

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 Bowie State University to offer a Bachelor of Science in Risk Management and Insurance.

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

DATE: Dec. 3, 2025
DATE:
awrynn@usmd.edu



Aminta H. Breaux, Ph.D.

President

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September 9, 2025

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzgerott Road
Adelphi, Maryland 20783-1690

RE: New Academic Program – Bachelor of Science in Risk Management and Insurance

Dear Chancellor Perman:

On behalf of Bowie State University (BSU), I am pleased to submit for review and approval the attached academic program proposal for a **Bachelor of Science (B.S.) in Risk Management and Insurance**.

The proposed program reflects our commitment to preparing graduates for emerging workforce needs in the financial services sector and the growing insurance and risk management industry in Maryland and the nation. The program is designed to:

- Equip students with competencies in risk analysis, insurance operations, data-driven decision-making, and regulatory compliance.
- Provide an interdisciplinary foundation that integrates business, finance, economics, and actuarial concepts.
- Strengthen pathways for underrepresented students to enter and advance in high-demand, high-wage professions.
- Support Maryland's economic development priorities by expanding the pipeline of diverse talent for the state's insurance and financial services workforce.

The B.S. in Risk Management and Insurance will be housed in BSU's Maguire Academy of Insurance and Risk Management, which serves as a hub for academic excellence and industry engagement. The Academy hosts symposiums with industry leaders and provides networking opportunities that enable students to build meaningful relationships with professionals. These connections often lead to internships, mentorships, job prospects, and long-term career pathways. You will find letters of support in Appendix A of the enclosed proposal.

The proposed degree aligns with Bowie State University's strategic plan to advance innovation, workforce readiness, and industry partnerships. To this end, we have established collaborations with insurance and financial services leaders to ensure students benefit from experiential learning opportunities, exposure to real-world practices, and guidance from industry experts. These

Page 2 of 2
September 9, 2025

Jay A. Perman, MD

elements will prepare graduates to meet workforce needs in Maryland and beyond while advancing economic growth in the state, or, coupled with our entrepreneurship certificate, prepare them to establish their own companies. .

We respectfully request the University System of Maryland's review and recommendation for approval of this proposal. Please let me know if any additional information is required to support your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Aminta H. Breaux". The signature is fluid and cursive, with the first name "Aminta" being the most prominent part.

Aminta H. Breaux, Ph.D.

CC: Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor
Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Mohamed Djerdjouri, Dean, College 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

Bowie State University

Institution Submitting Proposal

Risk Management and Insurance

Title of Proposed Program

Bachelor of Science (B.S.)

Award to be Offered

Spring 2026

Projected Implementation Date

0506.00

Proposed HEGIS Code

52.1701

Proposed CIP Code

Fine and Performing Arts

Department in which program will be located

Mr. William Roberts

Department Contact

301-860-3718

Contact Phone Number

Contact E-Mail Address



Signature of President or Designee

9.11.25

Date



NEW ACADEMIC DEGREE PROGRAM

Bachelor of Science

Risk Management & Insurance (RMI)

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The proposed Bachelor of Science in Risk Management & Insurance (RMI) Program will educate Bowie State University (BSU) students in an existing industry that is not being explored by many universities. We seek approval for on-campus and fully online modalities to ensure we have the flexibility to address needs by displaced federal workers who may have interest in the program.

The RMI industry includes private & publicly traded companies, governmental agencies, and all insurance sectors domestic and globally, and it is estimated to reach \$28 Billion in 2027. The proposed program will provide students with a comprehensive understanding of the principles, practices, and complexities of the risk management and insurance industry. Students will develop analytical skills, critical thinking abilities, and practical knowledge necessary to assess, mitigate, and manage various types of risks faced by individuals, businesses, and organizations.

The RMI program reflects our mission by offering a cutting-edge, interdisciplinary curriculum that prepares students to enter and lead in the growing field of risk management and insurance that is still underrepresented in higher education offerings. The program embodies Bowie State's mission in several key ways:

- The RMI curriculum is designed to deliver a comprehensive understanding of the principles and practices of risk management and insurance. Students will gain critical analytical, decision-making, and risk assessment skills essential for navigating and leading in complex professional environments.
- A hallmark of BSU academic programs, the RMI program will incorporate real-world experiential opportunities through industry internships, mentoring, and engagement with industry leaders via panel discussions, symposiums, and workshops. These experiences will allow students to apply theory to practice and build meaningful professional networks.

- As Maryland's oldest HBCU and as part of BSU's broader commitment to equitable education, the RMI program will create new career pathways in a high-demand industry, especially for underrepresented populations, beginning at the associate level with our program transfer with Prince George's Community College. This aligns with the university's mission to increase economic mobility and professional access for its diverse student body.
- Risk management and insurance are integral to every industry sector, from healthcare and technology to government and international business. By preparing students to address complex risks and protect organizational assets while equipping them with the soft skills desired by the industry, the RMI program equips them with the tools to succeed in a rapidly evolving global economy.

In summary, the proposed RMI program is an extension of Bowie State University's mission to deliver innovative, high-impact education that fosters student success, leadership, and service across industries and communities. Through rigorous training in analytical thinking, risk assessment, and strategic decision-making, the program reflects BSU's commitment to academic excellence and career readiness. Upon successful completion of the program, students are prepared to assume various positions, including, but not limited to, Risk Analyst, Risk Manager, Treasury Analyst/Manager, Data Analytics, Financial Analyst, Project Manager, and Worker's Compensation Corporate Claims Specialist, Underwriter, Actuary, Claims Adjuster, Loss Prevention, and a host of other careers in private and government entities.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed Bachelor of Science in Risk Management & Insurance (RMI) program directly supports Bowie State University's ***Boldly Forward*** Strategic Plan, which outlines five strategic goals to ensure the university remains a leader in transformative education and student success. The RMI program offers a rigorous, high-impact curriculum that integrates theory with practice. Students will gain a comprehensive understanding of risk management principles while engaging in real-world learning experiences such as internships, industry-led workshops, panel discussions, and symposiums. Co-curricular components, including opportunities to earn industry-recognized certifications, designations, and licenses, will support students' academic development and career readiness, reflecting BSU's commitment to excellence in teaching, learning, and career readiness. Developed with student-centered success strategies in mind, the program offers academic advising, mentoring, professional networking, and direct exposure to industry leaders. These elements contribute to students' personal, academic, and career development. The program represents academic innovation by creating a pathway into a dynamic and emerging industry not currently offered at any HBCU in Maryland or in regional institutions, addressing equity

gaps by giving underrepresented students access to a high-growth industry, thereby supporting BSU's goal of increasing retention, persistence, and graduation rates through coordinated support systems.

The RMI program opens critical pathways to the risk management and insurance industry, which encompasses private and public sector roles in insurance, risk assessment, financial services, and enterprise management. With the U.S. Bureau of Labor Statistics reporting over 118,000 Insurance Underwriter positions in 2023—paying a median salary of \$77,800 annually and typically requiring a bachelor's degree—the BSU RMI program prepares students to enter a high-growth, sustainable industry with strong salary potential and long-term career mobility. Moreover, according to EAB Market Research conducted in March 2024, there were more than 57,000 RMI-related job postings in the region and over 346,000 nationally in 2023. With over 400,000 new career opportunities for which students will now be qualified, this program offers a clear return on educational investment and contributes to BSU's strategic goal to ensure long-term viability through enrollment growth and post-graduation success.

The RMI Academy will also challenge historical perceptions of the insurance industry, often seen as complex, opaque, or disconnected from students' personal and professional goals. Through this program, BSU students will gain relevant financial literacy and risk management knowledge, empowering them to make informed decisions in both their careers and personal lives. This aligns with BSU's holistic approach to student success, encouraging intellectual growth alongside practical life skills.

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

Housed in the Maguire Risk Management and Insurance Academy within BSU's College of Business, the proposed Bachelor of Science in Risk Management & Insurance program will be adequately funded for at least the first five years through a combination of existing institutional resources, external partnerships, and strategic fundraising efforts. The RMI Academy will initially leverage existing resources, including departmental budgets, university operational support, and designated endowments. Additional financial support will be secured through grants, strategic partnerships with companies and organizations in the risk management and insurance industry, industry-sponsored research opportunities, and philanthropic donations from corporate partners, government agencies, and foundations aligned with workforce development and equity in financial services.

The RMI Board of Advisors, comprised of experienced industry professionals and alumni, will play a vital role in fundraising, offering financial support through donations,

scholarships, and event sponsorships. The Board will also assist in securing student internships, mentorship opportunities, and employer partnerships, which will enhance both the academic experience and the financial sustainability of the program.

Over the first five years, the program anticipates steady growth in enrollment due to increased student interest in career-aligned and high-demand majors. This growth will contribute to sustainable funding through tuition revenue and course fees, supporting the long-term viability of the program.

To support the program's launch and expansion, up to two new full-time faculty members will be hired during the first five years. The program will also utilize existing faculty within the College of Business, as well as the Executive Director of the RMI Academy, who will contribute to teaching and program development. A Program Management Specialist will be hired to provide administrative and operational support to the Executive Director and faculty. Office space will be allocated incrementally as faculty and staff positions are filled. This blended approach of leveraging current resources, investing in key personnel, and pursuing diversified external funding ensures the program will be financially stable and scalable over its initial implementation phase.

Further details on budget projections, staffing costs, and anticipated revenues are included in Section L of this proposal.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

Bowie State University (BSU) is fully committed to the ongoing administrative, financial, and technical support necessary for the success of the proposed Bachelor of Science in Risk Management & Insurance (RMI) program. The university has existing partnerships with the Maguire Foundation and The Spencer Foundation, national leaders in supporting risk and insurance education, and maintains collaborative engagement with insurance brokers, underwriters, and U.S. insurance firms, which have expressed strong interest in supporting BSU's RMI initiatives through internships, guest lectures, and future employment opportunities.

The College of Business (COB) offers a strong administrative foundation and robust curriculum framework. The university has already allocated leadership for the RMI Academy, including an Executive Director, with further support from administrative staff, faculty, and industry advisors. Financially, the university has committed to providing baseline funding through existing resources, while continuing to seek additional external support through grants, partnerships, and philanthropic donations. Technical infrastructure, including instructional technology, software, and classroom space, will be

integrated using existing COB resources and scaled as needed based on enrollment growth.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Bowie State University is committed to ensuring continuity of the RMI program for a period sufficient to allow all enrolled students to complete the degree. The program's phased implementation model ensures that new course offerings and resources are introduced gradually and sustainably. In the first year, only freshman-level courses will be launched, targeting the first cohort of RMI majors. In the second year, sophomore-level courses will be introduced, and so forth, with a full set of courses developed and offered by year four. This incremental rollout reduces upfront costs and ensures focused resource allocation year by year.

The College of Business has a well-established track record of program longevity and academic quality. Leveraging existing faculty, infrastructure, and cross-listed courses, the RMI program will be fully integrated into the university's academic offerings with long-term support from the administration. This approach affirms BSU's commitment to maintaining the RMI program as a permanent, degree-conferring offering, fully aligned with the university's mission and strategic plan, and dedicated to supporting student success through to graduation.

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

The proposed Bachelor of Science in Risk Management & Insurance (RMI) program at Bowie State University responds directly to critical regional and statewide needs as outlined in the Maryland State Plan for Higher Education. This program meets all three primary criteria: advancing knowledge, serving societal needs, and strengthening historically Black institutions.

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

a. The need for the advancement and evolution of knowledge

Risk management and insurance (RMI) is an increasingly complex and essential field that spans both the public and private sectors. Despite its significance, the discipline remains underrepresented in undergraduate education—particularly at public institutions in Maryland. As the RMI industry continues to evolve in response to emerging challenges such as cybersecurity threats, climate change, global supply chain disruptions, and financial

market volatility, there is a growing demand for professionals equipped to identify, assess, and mitigate risk across industries.

According to the U.S. Bureau of Labor Statistics (2024), insurance-related occupations—including underwriters, risk analysts, and risk managers—are expected to maintain steady demand, with more than 118,000 insurance underwriter positions reported in 2023 and a median annual wage of \$77,800. Additionally, EAB Market Research (2024) identified over 346,000 job postings nationally for risk-related positions, reflecting a strong and sustained labor market need.

The introduction of a Bachelor of Science in Risk Management and Insurance at Bowie State University directly responds to this market demand and fills a critical educational gap within the state. The program is designed to prepare graduates for high-demand careers in risk assessment, insurance, financial services, and enterprise risk management, addressing both regional workforce needs and national trends. By offering cutting-edge coursework in areas such as risk modeling, data analytics, cyber risk, and global insurance systems, the program advances both professional practice and academic scholarship in a critical and rapidly evolving field.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The Risk Management and Insurance (RMI) industry has historically lacked diversity, with minorities significantly underrepresented in its workforce. According to a September 2022 report by the Congressional Research Service, *“A Review of Diversity and Inclusion at America’s Largest Insurance Companies,”* the insurance industry employed approximately 2.8 million individuals in 2021, with average annual earnings estimated at \$76,840 (U.S. Bureau of Labor Statistics). However, the demographic breakdown of the industry highlights significant disparities:

- 77.9% White
- 13.2% Black or African American
- 11.8% Hispanic or Latino
- 6.4% Asian
- 58.9% Women

These figures demonstrate the ongoing underrepresentation of Black, Hispanic, and other minority populations in the risk and insurance fields, especially when compared to their proportions in the general population. The industry’s demographic imbalance underscores a clear societal need to expand pathways for minority students into this high-wage, high-demand sector.

Bowie State University, as Maryland’s first Historically Black College and University (HBCU), is uniquely positioned to address this gap. The proposed Bachelor of Science in Risk Management and Insurance (RMI) program will serve as a catalyst for change by:

- Increasing access to specialized education for minority and underserved students;
- Equipping students with industry-relevant knowledge, technical skills, and professional certifications/licenses;
- Preparing graduates to compete for and excel in careers in risk management, underwriting, claims, financial services, and corporate insurance;
- Addressing both regional and national workforce needs through an equity-driven lens.

By embedding the RMI program within the academic offerings of a mission-driven HBCU, Bowie State University will help diversify the talent pipeline in an industry that is critical to national economic stability and resilience. This initiative supports Maryland’s broader goals of equity, workforce inclusion, and educational access, particularly for historically marginalized populations.

Table 1 - Racial, Ethnicity and Gender breakdown - Bowie State University

Race/Ethnicity/Gender	Percent 2023 - 2024
Black or African American	79.1%
White	4.4%
All Other	16.5%
Female	62.3%
Male	37.7%

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

Bowie State University recruitment strategies actively seek a diverse student population from Maryland and beyond who will add diverse insights and experiences to the program and the RMI industry. This program will contribute to the economic growth and vitality of the state by providing new knowledge, skills, and abilities to contribute to, and advance, the workforce in Risk & Insurance. Major companies and organizations are seeking greater diversity and inclusion and especially in the RMI space where they will often face challenges related to diversity, inclusion, ethics, & hands-on skills”. The implementation of this new program can be a catalyst to assist BSU in meeting its strategic goals to achieve

academic excellence supported by curricular and co-curricular experiences.

1. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University directly supports the goals of access, student success, and innovation outlined in the *2022 Maryland State Plan for Higher Education*.

- **Access: Priority 4**

As a Historically Black College and University (HBCU), Bowie State University plays a key role in expanding access to high-quality, affordable postsecondary education for historically underserved and underrepresented populations. of the State Plan emphasized systems that impact how specific student populations access affordable and high-quality postsecondary education. BSU is addressing this need: as a public institution, BSU provides students—particularly first-generation and minority students— access to a high-demand, high-wage career pathway traditionally underrepresented in Maryland’s public university system. Further, with a large population of first-generation college students, BSU is uniquely positioned to support students navigating the higher education system for the first time. The RMI program will be embedded within existing student support structures, including financial aid counseling, academic advising, and career readiness services. These wraparound services will help reduce barriers and ensure equitable access to the program. The program will evaluate the use of multiple learning modalities—including hybrid and online course offerings, as well as placement at regional higher education centers— while maintaining academic rigor. This approach ensures that working adults, commuter students, and others with limited access to traditional in-person instruction can still participate in and complete the program.

- **Success: Priority 5**

The Maryland Department of Commerce has identified the financial services sector as a key industry for the state’s economic growth. In direct response to this priority, the proposed Risk Management and Insurance (RMI) program at Bowie State University integrates practical, career-focused learning through internships, externships, and applied capstone projects. These opportunities—supported by BSU’s Engage Center for Experiential Learning and Career Readiness—enable students to apply their skills in real-world settings, ensuring that program assessments are aligned with workforce readiness and authentic industry experience.

The RMI program is designed to prepare students for successful careers in risk analysis, insurance, and financial services—fields that offer strong upward mobility and competitive salaries. According to the U.S. Bureau of Labor Statistics, the median annual

wage for insurance underwriters was \$77,800 in 2023, with more than 57,000 job postings in the mid-Atlantic region and 346,000 postings nationally for risk-related positions. The program's curriculum emphasizes both technical competencies and transferable skills, promoting high employability, long-term career success, and lower student debt.

Importantly, the program also addresses persistent equity gaps in the financial services industry, where minority representation remains disproportionately low. By expanding access to a traditionally underrepresented and high-opportunity field, the RMI program helps build a more diverse and inclusive workforce. Furthermore, its direct-to-employment and graduate study pathways support the development of future faculty, executives, and industry leaders from historically underserved backgrounds.

- **Innovation: Priority 8**

The Risk Management and Insurance (RMI) program at Bowie State University represents an innovative academic response to the evolving needs of the modern workforce. The industry is being reshaped by emerging challenges such as cyber risk, climate resilience, global supply chain disruptions, and financial market volatility. In response, the program integrates forward-looking coursework in data analytics, risk modeling, and global insurance systems, assuring that graduates are equipped to address complex, real-world problems across sectors.

This innovative curriculum not only prepares students for current and future workforce demands but also contributes to the advancement of academic research and professional practice in the RMI field. Through applied learning, interdisciplinary instruction, and industry-aligned competencies, the program positions BSU as a leader in preparing diverse, career-ready graduates for high-impact roles.

In alignment with the *2022 Maryland State Plan for Postsecondary Education* the RMI program advances Bowie State University's mission by promoting educational equity, supporting economic development, and strengthening Maryland's workforce in a high-priority industry.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed program.

Graduates of the proposed Bachelor of Science in Risk Management and Insurance (RMI) program at Bowie State University will be prepared to enter a wide range of careers in both the public and private sectors. The program equips students with skills applicable across

industries where risk assessment, financial planning, and insurance expertise are in demand.

Industries and Sectors

- Corporate/Private Sector: Financial services, manufacturing, logistics, energy, healthcare, construction, retail, and technology firms. Corporate Risk & Finance Roles include Risk Analyst, Risk Manager, Treasury Analyst/Manager, Financial Analyst, Project Manager, Data Analyst (Risk or Operational Focus), Workers' Compensation Specialist, Corporate Claims Specialist, Safety Compliance Officer.
- Insurance Industry: Property & casualty, life, health, reinsurance, brokerage, and actuarial services. Job titles include Underwriter, Actuary, Claims Adjuster or Claims Analyst, Loss Prevention Specialist. Property Field Adjuster, Workers' Compensation Adjuster, Insurance Producer/Sales Agent, Appraiser (Auto, Property, Commercial), Financial Planner.
- Public Sector: Federal, state, and local government agencies (e.g., OSHA, MOSH, Department of Labor, State Insurance Commission). Positions include Occupational Safety and Health Specialist (OSHA, MOSH), Insurance Compliance Analyst, Regulatory Risk Analyst, Risk Management Consultant (Government Contracts), Auditors and Program Managers in Department of Labor or Treasury Departments
- Consulting and Brokerage Firms: Major employers include Marsh McLennan, Aon, and Willis Towers Watson

With industry experience and potential certification or licensure (e.g., ARM, CPCU, or CFA), graduates can progress to careers such as Senior Underwriter, Claims Manager, Risk Management Director, Chief Risk Officer (CRO), Insurance Broker Partner or Agency Owner.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

According to the Maryland Department of Labor, an analysis of CIP code 52.1701 – Insurance indicates an annual projected need for approximately 1,402 professionals in risk management and insurance-related occupations across the state. This local demand reflects a broader national trend: as technological, environmental, and economic risks continue to evolve, the need for trained professionals in this field is expected to grow steadily.

CIP Code	Occ Code	Occupational Title	SOC Level	Employment				Separations		Total	
				2023	2033	Numeric	Percent	Exits	Transfers	Total Openings	Annual Total Openings
52.1701	11-3111	Compensation and Benefits Managers	4	530	549	19	3.58	131	214	364	36
	13-1031	Claims Adjusters, Examiners, and Investigators	4	5158	4662	-496	-9.62	1077	2189	2770	277
	13-1032	Insurance Appraisers, Auto Damage	4	110	98	-12	-10.91	23	46	57	6
	13-1141	Compensation, Benefits, and Job Analysis Specialists	4	1947	2110	163	8.37	544	876	1583	158
	13-2020	Property Appraisers and Assessors	4	735	771	36	4.9	330	251	617	62
	13-2053	Insurance Underwriters	4	1190	1132	-58	-4.87	330	494	766	76
	25-1011	Business Teachers, Postsecondary	4	2707	3029	322	11.9	1108	1019	2449	245
	41-3021	Insurance Sales Agents	4	6454	6749	295	4.57	2206	2907	5408	542
	TOTAL			18,831	19,100			5,749	7,996	14,014	1,402

Further underscoring this demand, EAB Market Research (March 2024) reported more than 57,000 regional and 346,000 national job postings in 2023 for positions aligned with Risk Management and Insurance (RMI). In total, these projections highlight over 400,000 career opportunities across a wide range of industries and job functions.

The proposed Bachelor of Science in Risk Management and Insurance at Bowie State University is designed to directly address this workforce need. Through a curriculum that blends technical skills, industry certifications, and experiential learning opportunities such as internships and capstone projects, the program will equip students to enter and succeed in this high-demand, high-wage sector. Graduates will be well-positioned for competitive roles in insurance, finance, consulting, government, and beyond.

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

EAB Market Research provides data over a 10-year period, 2023 – 2033 of Projected Employment in “Top Occupations”. Top Occupations refer to positions employers most often seek professionals with Bachelor-level Risk Management & Insurance degrees, as follows:

Occupation	Regional Growth	National Growth
Claims Adjuster/Examiner/Investigator	3.07%	5.3%
Financial Risk Specialist	13.3%	13.7%
Project Management	11.1%	13.9%
All Occupational Growth	11.3%	10.1%

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

While market demand for Risk Management and Insurance (RMI) professionals is high—with more than 400,000 job postings nationally in 2023—there is currently no undergraduate RMI program in Maryland’s public higher education system, representing a significant gap in the regional talent pipeline.

Nationally, the supply of RMI graduates is concentrated among a small number of institutions. In the 2021–2022 academic year, the top 20% of RMI degree-granting institutions produced 71.9% of reported graduates, indicating a strong market concentration. Temple University led the market with 51.9% share, underscoring a lack of broader institutional participation in meeting workforce needs.

Importantly, among the top five institutions contributing to RMI graduate output, two are located in Philadelphia and two in New York. Only Gallaudet University, located in Washington, D.C., is situated within the broader Maryland region. However, Gallaudet’s program has a relatively low market share and is not likely to significantly impact Bowie State University’s ability to enter and compete in the RMI education space.

Given the absence of a public RMI undergraduate program in Maryland and the geographic concentration of existing programs outside the state, Bowie State University is well-positioned to serve as a primary regional provider of RMI education. The program is expected to attract students both in-state and from neighboring regions who are seeking affordable, high-quality, and accessible pathways into a growing and well-compensated field.

Institutions with Most Reported Completions

2017-2018 and 2021-2022 Academic Years, Regional Data

Institution	Reported Completions, Academic Year 2017-2018	Market Share, Academic Year 2017-2018	Reported Completions, Academic Year 2021-2022	Market Share, Academic Year 2021-2022	Completions Reported via Distance-Delivery, Academic Year 2021-2022
Temple University	162	56.84%	150	51.90%	No
Saint Joseph's University	52	18.25%	58	20.07%	No
St. John's University-New York	48	16.84%	50	17.3%	Yes
State University of New York at Oswego	10	3.51%	11	3.81%	No
Gallaudet University	1	0.35%	8	2.77%	No

Regionally, it has been reported that Morgan State University and Howard University offer coursework related to Risk Management and Insurance (RMI). However, upon closer examination of their academic catalogs, neither institution currently offers a full undergraduate major specifically in RMI. Their programming is limited to select courses or a focus on Enterprise Risk Management within broader business or administrative tracks.

In contrast to nearby institutions, Bowie State University plans to offer a comprehensive Bachelor of Science degree in Risk Management and Insurance (RMI). This proposed program features a full major curriculum aligned with industry standards and designed to meet current and emerging workforce needs. In addition to the bachelor's degree, BSU plans to offer an Upper Division Certificate (UDC) in RMI, awarded to students who successfully complete the four core RMI courses. This certificate provides a flexible credential pathway for students seeking career advancement, specialization, or supplemental training in risk-related fields.

This strategic approach positions Bowie State University as the first public institution in Maryland to offer a full undergraduate degree in RMI and establishes the university as a regional leader in delivering accessible, industry-aligned academic credentials for both traditional and non-traditional learners.

Nationally, student demand for Risk Management and Insurance (RMI) programs continues to show positive growth. Between the 2017–2018 and 2021–2022 academic years, growth in student interest (1.09%) outpaced the growth in program competition (0.49%), indicating a favorable environment for new program development. Despite this growth, market concentration remains high, with the top 20% of institutions accounting for 70.8% of all

reported completions during the 2021–2022 academic year. This imbalance highlights a significant opportunity for Bowie State University to enter the market and serve an unmet demand—particularly within Maryland and the broader Mid-Atlantic region.

With no other Maryland public institutions currently offering a full undergraduate degree in Risk Management and Insurance (RMI), and existing programs in nearby states offering limited accessibility or narrower curricular focus, Bowie State University is uniquely positioned to become a regional leader in this high-demand field. Market conditions suggest a strong opportunity for BSU to launch a program that directly aligns with both student interest and statewide workforce needs.

D. Reasonableness of Program Duplication:

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

While a few institutions in Maryland and the District of Columbia offer limited coursework in Risk Management and Insurance (typically between 2 to 4 courses), only two institutions in the region offer a concentration or specialization in RMI. None of the institutions reviewed currently offer a standalone undergraduate degree major in Risk Management and Insurance.

This underscores a significant programmatic gap in the regional higher education landscape—particularly within public institutions. Bowie State University's proposed Bachelor of Science in Risk Management and Insurance will be the first full-degree program of its kind in the state and the region, offering a comprehensive curriculum designed to meet workforce needs and student demand.

See table below for a summary of RMI offerings at Maryland and regional institutions.

College / University Type – 4P	Risk Management Degree or Concentration - Undergraduate	Details
Coppin State University	No	
Frostburg State University	No	
Morgan State University	No	
Salisbury University	No	Offers 2-3 classes

St. Mary College of Maryland	No	
Towson State University	No	
University of Baltimore	Yes	BS in Business Administration w/ Risk Management Specialization
Univ of Maryland Eastern Shore	No	Offers 1-2 classes
Univ of Maryland Global Campus	No	
Univ of Maryland Baltimore	No	
Univ of Maryland Baltimore County	No	
Univ of Maryland College Park	No	Certificate – Financial Risk Management
Howard University	Yes	Finance BBA w/ Risk Management Concentration (4 RMI classes)
Capitol Technology University	No	Doctorate – Occupational Risk Management
Johns Hopkins University	No	Certificate – Risk Management Analytics
Notre Dame of Maryland University	No	Master’s degree – Risk Management
Loyola University	No	Proposal to MHEC May 2025. BS in Financial Risk Management and Insurance (CIP Code 27.0305)

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University (CIP 52.1701) is a timely and necessary addition to Maryland’s higher education landscape, designed to meet specific workforce needs while expanding access to underrepresented populations. While there is some overlap with Loyola University Maryland’s Financial Risk Management and Insurance program (CIP 27.0305), several key distinctions and justifications support the development of a standalone, public, HBCU-based program under a separate CIP code.

BSU’s program (CIP 52.1701) falls under the umbrella of business, management, marketing, and related support services, specifically focusing on insurance and risk management as

business functions. It emphasizes practical application, regulatory frameworks, underwriting, claims handling, and corporate risk management in business environments. BSU's RMI program offers a comprehensive, career-aligned curriculum that includes: Insurance operations and regulation, Commercial and personal lines underwriting, Claims management and litigation, Corporate and enterprise risk management, Cybersecurity risk, ESG risk, and supply chain risk, with real-world experience through internships and capstone projects.

In contrast, Loyola's program (CIP 27.0305) is classified under mathematics and statistics, reflecting a program that is quantitatively rigorous and analytically driven, focusing more heavily on financial modeling, stochastic processes, and quantitative risk analysis. The program integrates risk education within a broader finance and analytics framework, with a mathematical foundation aligned with careers in quantitative finance, actuarial science, or data-driven roles.

The CIP difference reflects not just curriculum content, but divergent educational goals and outcomes. BSU's program emphasizes applied skills for careers in insurance, risk operations, and compliance—roles that are in high demand but underserved by quantitatively intensive programs like Loyola's. While Loyola University Maryland's program contributes meaningfully to the financial risk field through a quantitative lens, Bowie State University's proposed RMI program under CIP 52.1701 is complementary—not duplicative. It offers a business-centered, accessible, and industry-driven education designed to address gaps in both educational access and workforce diversity. Its creation is not only strategically justified, but mission-aligned, economically necessary, and socially impactful.

2. Provide justification for the proposed program.

The proposed Bachelor of Science degree in Risk Management and Insurance (RMI) at Bowie State University addresses a critical and growing need within Maryland and the broader Mid-Atlantic region. Despite the increasing complexity and importance of risk management and insurance in both public and private sectors, there is currently no full undergraduate degree program in RMI offered by any Maryland public institution. Existing programs in the region offer only limited coursework or areas of concentration, leaving a significant gap in the supply of qualified professionals prepared to enter this dynamic and expanding field.

The financial services sector, which includes insurance and risk management, is identified by the Maryland Department of Commerce as a key growth industry essential to the state's economic development. Nationally, the U.S. Bureau of Labor Statistics projects steady demand for insurance-related occupations, with over 346,000 job postings in 2023 alone. Regionally, Maryland's Department of Labor estimates an annual need for approximately 1,400 professionals in risk management and insurance-related roles. This demand is driven by emerging challenges such as cyber risk, climate change, global supply chain disruptions,

and evolving financial markets—all of which increase the need for skilled risk management professionals.

The proposed program addresses educational gaps and equity considerations. While demand is high, minorities and underrepresented groups remain significantly underrepresented in the RMI industry, despite strong representation of women. Bowie State University, as an HBCU, is uniquely positioned to advance educational equity by providing access to high-quality, industry-relevant education and training for minority and underserved students. The proposed program will help diversify the pipeline of future risk management professionals, providing transferable skills, certifications, and experiential learning opportunities essential for workforce readiness and long-term career success.

An analysis of national and regional trends reveals a favorable environment for launching a new RMI program. Between 2017 and 2022, student demand for RMI programs increased at a faster rate than program competition. In Maryland and surrounding areas, several institutions offer only limited RMI coursework or concentrations, and none provide a comprehensive undergraduate major. This lack of full-degree offerings creates a unique opportunity for Bowie State University to become the region's leader in RMI education, providing both a full bachelor's degree and an upper-division certificate option.

Lastly, the proposed RMI program aligns with Bowie State University's mission to promote student success, community engagement, and workforce development. It supports Maryland's State Plan for Postsecondary Education by expanding educational opportunities in high-demand fields, particularly for minority and first-generation college students. The program's emphasis on experiential learning—through internships, capstone projects, and partnerships with industry leaders—ensures that graduates are well-prepared for the real-world demands of the RMI profession.

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

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

As noted, there is currently no undergraduate major in risk management and insurance offered at any Maryland HBCU; therefore there is no impact on any other HBCU. However, as Maryland's first HBCU, Bowie State University is deeply committed to expanding access to high-quality higher education for African Americans and other underrepresented minorities. The proposed Bachelor of

Science in Risk Management and Insurance will bolster the institution's portfolio of high-demand academic offerings by addressing a significant workforce need in Maryland's growing financial services and insurance sectors. Its development reinforces BSU's leadership in delivering relevant, career-focused education that enhances student achievement and institutional viability.

Overall, the introduction of the RMI program strengthens BSU's capacity to maintain and expand high-demand offerings that support economic mobility and workforce development for historically underserved populations. It exemplifies the university's leadership role among Maryland's HBIs and underscores its commitment to fostering student success and institutional excellence in alignment with state educational priorities.

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

Bowie State University (BSU), as a historically Black institution (HBI/HBCU), acknowledges the important roles of its peer institutions within Maryland. The proposed Bachelor of Science in Risk Management and Insurance (RMI) program is uniquely positioned within the state, as no other Maryland institution currently offers a comprehensive undergraduate degree in this field. Therefore, the introduction of this program will not adversely impact other HBIs/HBCUs but rather expand the overall educational landscape by filling a critical gap in workforce preparation.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

The proposed Bachelor of Science in Risk Management and Insurance (RMI) at Bowie State University (BSU) was established as part of a visionary initiative championed by President Dr. Aminta H. Breaux, who identified a critical gap in Maryland's higher education and workforce pipelines for well-qualified professionals in the financial services and insurance industries. Recognizing the national call for greater diversity and inclusion in the risk and insurance sector, President Breaux sought to position BSU as a leader in developing a new generation of skilled, credentialed professionals from historically underrepresented backgrounds.

To bring this vision to life, Bowie State launched the Maguire Academy for Insurance and Risk Management in 2023 through strategic partnerships with industry leaders and philanthropic support. This academy serves as the foundation for the RMI academic program and supports its curriculum development, internship placement, and industry engagement. See letters of support in Appendix C.

BSU appointed William L. Roberts, a seasoned industry executive with more than 35 years of experience in risk management, insurance, and corporate finance, to lead the development and implementation of the RMI program. Mr. Roberts now serves as the Executive Director of

the Maguire Academy for Insurance & Risk Management and the program coordinator for the RMI degree.

William L. Roberts, Program Director

Mr. Roberts brings a wealth of industry expertise and leadership to the program. His previous roles include:

- Head of Claims, Risk & Insurance at American Water Works Company, where he led national risk and claims operations.
- Assistant Vice President, Corporate Risk Management at Lincoln Financial Group, overseeing enterprise risk and global insurance procurement.
- Corporate Risk Leader at companies such as The Pep Boys and Liberty Mutual.
- Managing Director of a consulting firm focused on risk and claims management strategies for public, private, and nonprofit organizations.

Mr. Roberts has lectured at numerous national and international risk management conferences, including presentations to Lloyd's of London Syndicates, RIMS, and major U.S. insurers. He holds a Bachelor of Business Administration from Johnson C. Smith University, an MBA from Saint Joseph's University, and an Associate in Risk Management (ARM) credential.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**
3. **Explain how the institution will:**
 - a) **provide for assessment of student achievement of learning outcomes in the program**
 - b) **document student achievement of learning outcomes in the program**

Bowie State University is committed to ensuring high-quality academic experiences and measurable student achievement in the proposed Risk Management and Insurance (RMI) program. The university will implement a comprehensive assessment strategy aligned with institutional standards and accreditation requirements to evaluate and document student learning outcomes throughout the program.

a) Assessment of Student Achievement of Learning Outcomes

The RMI program includes clearly defined student learning outcomes (SLOs) aligned with industry competencies, academic standards, and employer expectations. Students completing the RMI program will be able to:

1. Identify and assess risk exposures (financial, legal, strategic, and security-related).
2. Apply risk control techniques to protect organizational capital, earnings, and income.
3. Demonstrate critical thinking and decision-making in risk scenarios.
4. Explain insurance operations, industry structures, and policyholder services.
5. Interpret and analyze insurance policies across multiple lines of coverage.
6. Develop and implement loss control strategies and analyze their impact.

Assessment methods to measure these outcomes will include:

- Case Studies: Used to evaluate decision-making, risk identification, and policy application.
- Capstone Projects: Synthesize knowledge in a real-world risk analysis and insurance solution project.
- Simulations and Role Play: To assess students' operational understanding of underwriting, claims, and brokerage functions.
- Internships and Externships: Provide practical experience and employer evaluations tied to learning outcomes.
- Exams and Quizzes: Ensure mastery of technical and theoretical knowledge.
- Written Assignments and Presentations: Assess communication, critical thinking, and policy interpretation skills.
- Industry Guest Panels and Symposiums: Used for experiential learning and reflection assignments.

Faculty will map course-level objectives to program-level outcomes and use rubrics and data collection tools to evaluate student performance across multiple touchpoints. The College of Business' Assessment Committee will review this data each term to ensure academic quality and identify areas for continuous improvement.

b) Bowie State will document student achievement through the following mechanisms:

- Assessment Portfolios: Students will compile key assignments, projects, and reflections tied to learning outcomes.
- Learning Management System (LMS) Tracking: Student performance on assessments will be recorded and analyzed through BSU's LMS and used for program-level assessment reporting.
- Capstone Evaluation Rubrics: Standardized rubrics will assess each capstone project, capturing outcomes related to decision-making, policy application, and risk management strategy.
- Internship Employer Evaluations: Industry partners will complete structured evaluations measuring students' job readiness, communication skills, and applied knowledge.
- Annual Program Reviews: Learning outcome achievement data will be integrated into BSU's annual program assessment process, required by the University's Office of Planning, Analysis, and Accountability (OPAA).

- Graduate Surveys and Alumni Feedback: Post-graduation data will provide feedback on how well the program prepared students for employment or further education.

Please find below a Table illustrating the Learning Objectives and Assessment Tools that will be used in each RMI course in the proposed Curriculum:

Course	Learning Outcomes	Assessment Tools
Principles to Risk Mgmt & Insurance	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Property & Casualty	3, 4, 5, 6	a, b, c, d, e, f
Corporate Risk Management	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Insurance Company Operations	3, 4, 5, 6	a, b, c, d, e, f
Intro to Probability in Insurance	3, 4, 5, 7	a, b, c, d, e, f
Insurance Law & Cyber Liability	1, 3, 4, 5, 6	a, b, c, d, e, f
Underwriting	3, 4, 5, 6	a, b, c, d, e, f
Enterprise Risk Management	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Advance Insurance Financial Models	2, 3, 6	a, b, c, d, e, f
Alternative Risk Financing	1, 2, 3, 6	a, b, c, d, e, f
Protocol-Domestic & Intern't'l Busi Etiquette	3,	a, b, c, d, e, f
Principles of Finance	1, 2, 3, 6	a, b, c, d, e, f
Small Business Finance	1, 2, 3, 6	a, b, c, d, e, f
Life & Health Insurance	1, 2, 3, 4, 5, 6	a, b, c, d, e, f
Corporate Finance	1, 2, 3, 6	a, b, c, d, e, f
Investments	1, 2, 3, 6	a, b, c, d, e, f
Risk Management & Insurance Analytics	1, 2, 3, 6	a, b, c, d, e, f
Learning Outcomes		
1) Identify and assess risk exposures, financial, legal, strategic errors, and security risks.		
2) Control risks to an organization's capital, earnings, and net income		
3) Develop critical decision-making skills to act as an industry-leading risk professional		
4) Explain different Insurance Operations, distinguishing positions that handle various aspects at an insurance company and how the insurance policy responds to loss scenarios.		
5) To demonstrate the ability to read and understand coverages in multiple insurance policies.		
6) Analyze and respond to various risk and insurance exposures, and how they impact the company as a whole and implement loss control solutions to prevent, reduce, or avoid future losses		
Assessment Tools		
a) Case Studies		
b) Panel Discussions		
c) Problem Solving		
d) Symposiums & Workshops		
e) In-class collaborative Projects		
f) Test and Exams		

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

BSU students will have access to industry Designations, Licensing and Certifications before and after graduation. Students will be able to graduate with a Bachelor of Science degree, majoring in Risk Management and Insurance, and also obtain their Associate in

Risk Management (ARM) Designation or Claims Adjuster or Insurance Agent License. These are the same designation, license & certificates that most employees obtain after being hired or on the job for a year or so.

The RMI Curriculum will include:

- 4 Core required courses for all RMI undergraduate candidates.
- 15 in total new RMI courses students can select toward a full major.
- See Appendix A and B for all General Education and required core College of Business courses, respectively.

Full Proposed Curriculum

Course #	Name	Hours
ARMI Core	Require Core RMI Courses	12
*ARMI 225	Principles to Risk Management & Insurance	3
*ARMI 300	Property & Casualty	3
*ARMI 301	Corporate Risk Management	3
*ARMI 302	Insurance Company Operations	3
ARMI Elective (select two from any 300 or 400 level Course)		6
ARMI 306	Intro to Probability in Insurance	3
ARMI 321	Insurance Law & Cyber Liability	3
ARMI 370	Topics in Risk Management & Insurance	3
ARMI 400	Underwriting	3
ARMI 406	Enterprise Risk Management (ERM)	3
ARMI 410	Advance Insurance Financial Models	3
ARMI 420	Alternative Risk Financing	3
ARMI 470	Protocol-Domestic & International Busi Etiquette	3
Flexible Elective (select two from any 300 or 400 level Course)		6
*FINA 320	Principles of Finance	3
*FINA 323	Small Business Finance	3
*BUAD 350	Business Law I	3
ARMI 401	Life & Health Insurance	3
ARMI 601	Advance Topics in Risk Management & Insurance	3
*FINA 421	Corporate Finance	3
*FINA 422	Investments	3
*DANL 460	Risk Management & Insurance Analytics	3
TOTAL RMI HOURS		24

*Courses already Approved / Offered at BSU		
	Gen Education Courses =	33
	General Education Electives =	15
	Core Business Foundation Courses =	48
	RMI (& Related) Degree Courses =	24
	Total Curriculum Hours	120

BSU Risk Management & Insurance (RMI) Course Descriptions

ARMI 225 Principles of Risk Management & Insurance (3 credits)

This course will identify types of Risks, how they affect our society and how to manage these Risk. It will also explore several areas of Insurance, why is it needed and what does it do to mitigate or transfer these Risk. Students will have a basic understanding of the majority of risks and practically all types of insurance affecting individuals and companies, upon successful completion of this course.

Prerequisites: None

Attributes: Undergraduate

ARMI 300 Property and Casualty (3 credits)

This course addresses the property and casualty insurance business, markets, and types of companies. The course provides a review of the commercial property and casualty insurance products with a particular focus on the underlying exposure to loss, insurance policy coverage, and exclusions. In addition, this course analyzes the Property/Casualty market and explores current issues in the Property/Casualty insurance industry. This course is closely aligned with the industry designation exam, CPCU 557.

Prerequisites: ARMI 225 Principles of Risk Mgmt & Insurance

Attributes: Ethics Intensive, Undergraduate

ARMI 301 Corporate Risk Management (3 credits)

This course provides a survey of risk management theory and practice as it relates to corporate risk management. The course then takes a detailed examination of the value proposition for corporate risk management (for individuals as well as corporations). The course then has students apply the risk management process to a publicly-traded corporation. The course guides students through a risk financing simulation exercise. The course explores disaster recovery strategies by working through real-world examples. The course concludes with motivating the principles of enterprise risk management by examining both the advantages and potential pitfalls associated with developing portfolio models of the firm's risks. This course is aligned with industry designation exam, ARM 54.

Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 302 Insurance Company Operations (3 credits)

The course covers how property-casualty insurance functions work together to create and deliver products. The various functions covered include: Underwriting; Marketing and Distribution; Risk Control and Premium Auditing; Claims; Actuarial Operations; Information Technology; Reinsurance; and Regulation. This course is closely aligned with the industry designation exam, CPCU 520.

Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 406 Enterprise Risk Management (3 credits)

This course will cover the latest methodologies in enterprise risk management (ERM) and how they are implemented in practice. ERM is a significant advancement in the field of risk management, addressing limitations with the traditional, "siloed" approach to risk management. ERM provides a better framework for fundamental risk-return decision-making at the highest levels of the company. This course will address extracting information from risk experts; converting information from risk experts into quantitative ERM information; and quantifying risks using a value-based ERM model.

Prerequisites: ARMI 225, 300, 301, 302
Attributes: Undergraduate

ARMI 306 Intro to Probability in Insurance (3 credits)

This course provides a study of probability and statistics used in insurance and risk management. ARMI 306 covers basic probability theory, Bayes Theorem and discrete random variables. Applications of Binomial, Hypergeometric, Poisson, Geometric, Negative Binomial, and Uniform distributions will be used to solve problems in insurance and risk management.

Prerequisites: ARMI 225, 300, 301, 302
Attributes: Undergraduate

ARMI 321 Insurance Law & Cyber Liability (3 credits)

This course will focus on Insurance Law and Managing Cyber Risk (Malware, Data Breach) from an Enterprise Risk Management perspective. The goal is for students to understand the best practices embraced by leaders in handling Cyber Risk and understanding the legal obligations associated with Insurance Law. The course will discuss recent Ransomware cases.

Prerequisites: ARMI 225
Attributes: Undergraduate

ARMI 370 Topics in Risk Management & Insurance (3 credits)

This course is designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor.

Prerequisites: ARMI 225

Attributes: Undergraduate

ARMI 400 Underwriting (3 credits)

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price. Prerequisite may be taken concurrently.

Prerequisites: ARMI 225

Attributes: Undergraduate

ARMI 401 Life and Health RMI (3 credits)

This course focuses on various Life Insurance products, their differences and target insureds, including Burial or final expenses insurance. The benefits of Term Insurance versus Whole Life & Universal Life Insurance are explored. Additionally, basic Healthcare Insurance is covered, including Medicare and its various options.

Prerequisites: ARMI 225

Attributes: Undergraduate

ARMI 410 Adv Insurance Financial Models (3 credits)

This course covers advanced topics from finance (derivative securities and corporate financial models) from a quantitative perspective. It covers the topics in actuarial exam IFM.

Prerequisites: 320 and 306)

Attributes: Undergraduate

RMI 420 Alternative Risk Financing (3 credits)

The course focuses on evaluating the value impact of risk financing options. The course covers developing risk financing strategies, evaluating risk financing options (after-tax, NPV), offshore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies. The course's projects rely heavily on Excel as a tool to evaluate and model risk financing options - using both simulated and real-world data. This course is closely aligned with the risk management

industry designation exam, ARM 56. This course is also approved under The Institutes Collegiate Studies for CPCU program.

Prerequisites: ARMI 225, 301

Attributes: Undergraduate

DANL 460 Risk Management and Insurance Analytics (3 credits)

This course covers continuous random variables, multivariate distributions and density functions representing an insurance loss. Students will be able to apply continuous distributions such as uniform, exponential, Gamma, Normal, and lognormal to generate expected frequency of loss and predict claim probability. Moment generating functions with continuous random variables, simulation of continuous distributions and mixed distributions will be used to solve problems in risk management and insurance.

Prerequisites: ARMI 225,

Attributes: Undergraduate

ARMI 601 Advance Topics in Risk Management & Insurance (3 Credits)

This course provides some basic principles of RMI, but mainly focuses on a detailed examination into various RMI disciplines such as Insurance Claims Adjusting, Actuary Science, Corp Risk Management and more. Industry leaders may be guest speakers wherever possible. A major project will be explored which may be an actual case study of previous events.

Prerequisites: (ARMI 225 – Undergraduates) (No Prerequisites Graduate Students)

Attributes: Undergraduate, Graduates

FINA 323 - Small Business Finance 3 Credits

When Offered (Fall, Spring)

This course examines the financial management requirements facing small and entrepreneurial firms. Topics related to financial analysis, financial planning and strategy, obtaining and deploying funds, and selected issues of concern to small business owners/managers and entrepreneurs will be discussed.

Prerequisite(s): FINA 320.

FINA 421 - Corporate Finance 3 Credits

When Offered (Fall, Spring)

This course examines the roles and functions of the financial manager. This course develops financial policies, skills, and techniques as they apply to financial problem-solving. This course will be supplemented by extensive readings and application of skills and techniques to selected problem situations faced by financial officers.

Prerequisite(s): FINA 320.

FINA 422 - Investments 3 Credits

When Offered (Fall, Spring)

This course is a study of the principles and techniques used in the analysis, selection, and management of securities investments. This course examines the relationship between risk and return, factors influencing securities valuation, and the development of appropriate investment objectives. Prerequisite(s): FINA 320.

Business Core Requirement Courses

FINA 320 - Principles of Finance

This course is an introduction to the principles, concepts, and techniques of business finance. This course focuses on the fundamentals of financial analysis, management of current assets, capital budgeting, capital structure, and external financing.

BUAD 350 - Business Law I

This course provides a basic understanding of the principles of business law and their application to commercial activities relating to contracts, agency, torts, property, sales, business organizations, commercial paper, and commercial transactions.

MGMT 101 - Introduction to Business

This is a survey course designed to acquaint students with the basic functional areas of business enterprises and covers terminology, functional issues facing managers, and the international aspects of business

ACCT 212 - Principles of Accounting I

This course provides students with basic knowledge, skills, and abilities to record business events in an accounting information system. This course demonstrates how financial statements are prepared and their uses in the business environment, particularly the service and merchandising industries. Topics will include identifying and recording transactions in the five basic accounts (assets, liabilities, owners' equity, revenue, and expense), posting transactions to the general ledger, adjusting journal entries, and completing the accounting cycle. Students will be introduced to current and long-term assets.

ACCT 212 - Principles of Accounting II

This course focuses on accounting principles, conventions, and concepts underlying financial reporting. Emphasis is placed on the accumulation of financial data, the processes of organizing it for presentation, and its use by managers for decision-making.

MKGT 231 - Principles of Marketing

Principles of Marketing is an introductory course, which provides a managerial approach to the study of marketing, including target market selection, product, promotion, pricing and

distribution strategies appropriate for the marketing environment. Additional topics included in this course are consumer behavior, decision support systems, marketing channels and supply chain management and ethics in marketing

MGMT 241 - Principles of Management

This course is a study of the principles, processes, and practices of organizational management. This course examines the basic tasks of the modern manager, including planning, organizing, leading, controlling, staffing, and decision-making

MGMT 344 - Organizational Behavior

An examination of human behavior in organizations with emphasis on topics of importance to managers, such as group behavior, motivation, leadership, communications, conflict management, interpersonal relations and organizational development. Cases, readings and experiential exercises will be included.

BUIS 360 - Information Systems for Management

This course is a survey of concepts, theory, and techniques of information systems for management. Emphasis is on the role of the information itself and on computer-based information systems as aids to the control and operation of the organization. Case studies are used to illuminate the general manager's role in planning, specifying requirements, and controlling such systems

ECON 321- Money and Banking

This course surveys the nature and function of money and credit in the economy with emphasis on the roles played by depository institutions, consumers and the Federal Reserve. It will also examine the structure of the financial market and the effects of regulation on the market and money supply.

ECON 351 - Business and Economic Statistics

This course introduces students to the Business and Economics applications of descriptive and inferential statistics. Such applications include measures of central tendencies and of dispersion, probability, sampling and sampling distributions, interval estimation, hypothesis testing, and regression.

MGMT 356 - Professional Development and Ethics I

This course is designed to help students develop a basic platform for professional development skills. Our foundation will consist of the following topics: Leadership, communication, professional ethics in business. You will engage in career and skills assessment, learning to build your personal brand, resume writing and the written portfolio that accompanies your brand, oral presentations, and the basic skills needed to engage the business world

MGMT 358 - Professional Development and Ethics II

This course is designed to help students develop a firm foundation of professional development skills including leadership, communication, and professional ethics in business. In this course, you will complete group assignments, participate in online discussions, case study analysis and complete self-assessments. These assignments will provide you with the necessary tools to succeed and emerge as a leader in the workforce.

MGMT 440 - Business Strategy and Policy

An examination of processes by which organizations, especially profit-seeking businesses scan their environment and adapt themselves. Issues to be examined include the planning function, development of goals and objectives, assessment of necessary organizational competencies, appropriate structure strategies, policies, and competitive posture

ECON 483 - Quantitative Method for Decision Making

This course exposes students to a wide variety of problem descriptions and methods of analyses. The goal is to acquaint students with quantitative tools commonly used in business settings. This course is a study of the quantitative techniques applied in decision-making, with emphasis on application. Topics discussed include decision-making and decision analysis, linear programming, transportation and assignment problems, forecasting and time-series analysis, inventory concepts, Project management, Queuing theory and mathematical simulation.

ENGL 361 - Tech & Report Writing I

This course is a study of the particular requirements of technical and report writing, coupled with review and refinement of basic grammar and composition skills, designed to prepare students for career-related assignments. The course requires extensive work with computers, which includes word processing, graphics, and working on the Internet.

MGMT 480 - Production and Operations Management

This course is an examination of the processes and techniques of decision-making widely used in the context of production and operations planning, analysis and control. Topics studied include design and development of products; resource allocation; scheduling and utilization of people, materials and equipment; and quality and quantity control of processes, using techniques such as linear programming, critical-path analysis, time-series analysis, and network scheduling.

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

All students in the RMI major and program are required to take the general education courses listed in Appendix A. These courses are incorporated into each

degree at BSU and further strengthens the program.

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

There no specialized accreditation or certification requirements for this program.

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

There are no contracting agreements with other institutions or non-collegiate organizations. However, BSU's RMI program has partnered with several RMI & Financial industry companies, Insurance Brokers and higher education universities focused on the RMI industry and education. Those institutions and companies include:

Marsh & McLennan

Aon

Willis Towers Watson

Gallaudet University

St. Joseph's University

LaSalle University

Morgan Stanley

Multiple Property & Casualty Insurance companies and Financial Institutions

8. Provide assurance and any appropriate evidence that the proposed program will provide students with complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Bowie State University is committed to ensuring that students enrolled in the proposed Risk Management and Insurance (RMI) program receive comprehensive, clear, and timely information regarding all aspects of their academic journey. This commitment supports student success, transparency, and informed decision-making.

Detailed information on program curriculum, course sequences, credit hour requirements, and degree completion criteria will be accessible through the university's online catalog, program website, and during academic advising sessions. Students will have access to the full range of BSU's academic support services, including tutoring, writing centers, library resources, and technology help desks. Information about these resources will be shared during orientation, through advising sessions, and via the university's student services portal.

At the start of each course, faculty members will distribute a detailed syllabus outlining course objectives, learning outcomes, assessment methods, office hours, and expectations for faculty-student interaction. Faculty will also communicate clearly about any assumptions regarding student technology skills and provide guidance on required technical competencies.

The program will outline any necessary technical skills students should possess or develop, including proficiency with the university's Learning Management System (LMS), Blackboard Ultra, or its successor. Students will be informed about any specialized software or hardware requirements needed for coursework before the start of classes.

Together, these measures ensure that students receive complete, timely, and accessible information about the program and their educational journey, promoting transparency and supporting academic success.

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

The RMI program will leverage the existing promotional marketing & recruiting in the College of Business and within the overall University. This includes the undergraduate course catalog, departmental and university RMI web pages, videos, social media and marketing literature. Additionally, folders with information on the major will be available at the admissions open house events, RMI Symposiums, workshops, scholarship meetings, and more information is available online.

H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

BSU has an existing Master Articulation Agreement with Prince George's Community College. The University has added the Bachelor of Science in Risk Management and Insurance to that agreement.

I, Adequacy of Faculty Resources (as outlined in [COMAR 13B.02.03.11](#)).

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

Name	Appointment Type & Rank	Degree	Field	Status	Courses to be taught
William Roberts	Executive Director RMI	MBA-St. Joseph's University / ARM	Risk Mgmt & Insurance	Full Time	Principles of Risk Mgmt & Insurance, Property & Casualty & Protocol
Dr. Tibebe Assefa	Tenured / Assoc Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models and Financing
Dr. Sunando Sengupta	Tenured / Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models & Financing
Dr. Rand Obeidat	Assistant Professor	Ph.D -	Management Information Systems (MIS)	Full Time	RMI Analytics, Risk, Cyber
Dr. Tahsina Simu	Assistant Professor	Ph.D.-	Finance	Full Time	All Finance courses, Risk Models and Financing
Open	Adjunct Professor	TBD	Risk Mgmt & Insurance	Part time	Insurance Operations, ERM, & Corp Risk Mgmt,
Open	Adjunct Professor	TBD	Risk Mgmt & Insurance	Part time	Underwriting, Probability of Insurance, Life & Health

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

- a) Pedagogy that meets the needs of the students**
- b) The learning management system**

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

BSU offers Continuous training for faculty in all departments relative to the Blackboard learning management system (virtual, hybrid, hyflex and in-person) and various modalities.

- Teaching best practices (for both classroom and online courses).
- Other tools, resources, and techniques to support course delivery.
- Through CETL workshops, Faculty Institute, Assessment and Course Development Coordinators, etc.

Additionally, the University supports faculty member involvement in discipline-specific professional memberships, which provides access to best practices in teaching subject matter. Faculty evaluations include how individual faculty members avail themselves of the available resources and implement improvements in their courses. Continuous faculty improvement also factors into ABET accreditation self-studies, providing additional incentives for all professors to remain engaged with their discipline.

J. Adequacy of Library Resources ([as outlined in COMAR 13B.02.03.12](#)).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Thurgood Marshall Library supports teaching and learning through a variety of materials and resources which can support a curriculum for Risk Management and Insurance. The library also promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University of Maryland system and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of (USMAI), Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the proposed new major and program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. To ensure that this collection is more than sufficient for background reading and research undertakings by students in

all this program's core and elective courses, the program's faculty will make requests for acquisitions of additional industry volumes as needed.

Through BSU's partnership with the Spencer Foundation, faculty and students have access to RMI data and material not available within USMAI, from all universities partnering with the Spencer Foundation. This includes syllabi, recommended textbooks, lesson plans, research and more.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment ([as outlined in COMAR 13B.02.03.13](#))

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Center for Business & Graduates Studies (CBGS) building opened to the BSU community in 2008 as a "state of the art" facility that houses instructional classrooms, Computer Labs and research spaces for CBGS students and faculty. The CBGS building includes sufficient flexibility in both classroom, office space, labs and collaborating space to accommodate the student body increases resulting from the launch of the new RMI degree. The computer resources are available to faculty members and students in the CBGS Departments at BSU, equipped with projectors, monitors, computers and Wi-Fi. The CBGS has 3 floors, equally divided into faculty & staff offices on one side, and student classrooms on the other. It includes six (6) Lecture general-purpose classrooms, each with a capacity of 40 students. There are also six (6) Computer Lab classrooms with capacities of 30 students each. The first floor has two (2) extra-large Lecture Theatre-style classrooms capable of holding up to 65 students each. There are to (2) 25 seat conference rooms, two (2) Seminar rooms – 25 seats as well, one student tutor/study lab, and a Library with a conference room capable up to 25 persons. There is also a world-class Data Analytics Research Trading & Technology (DARTT) Laboratory on the first floor, a critical resource to students across disciplines to gain exposure to large data sets, software and technology resources for innovative pedagogy and research.

Each student desk has the capability of connecting a laptop enabling students to use the BSU network. Each of the Lecture general-purpose & Computer Lab classrooms, as well as the board room and extra-large classrooms have a computer at the lecturing desk with a 22-inch monitor.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

Every BSU student receives a student email account. Students who take online course offerings within the RMI program will receive support comparable to that provided to residential students. All students will receive access to technology tools required to complete coursework and research, including University email support, LMS support, software development environment tools (compilers, editors, DBMS), and full access to the BSU IT help desk personnel.

L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.02.03.14](#))

1. Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

BSU demonstrates its commitment through budget reallocation and support from staff offices such as the library and IT department. This table projects revenue for full-time-equivalent staff and part-time equivalent staff for the initial five-year period. The department estimates that 5 new students will be admitted in the first year, 5-8 the second year, etc., increasing to a max of 18-20 full-time students in Years Four and Five, respectively. These projections do not include additional students who take RMI classes for UDC's, students needing credit hours or simple curiosity. Part-time students are expected to be nominal. Graduates are expected by the year.

Table 1: Resources

RISK MANAGEMENT & INSURANCE						
TABLE 1: RESOURCES						
<i>Assumes FY 2026 as Year 1</i>						
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
2a. Annual Full-Time Tuition Rate	\$6,235	\$6,360	\$6,487	\$6,617	\$6,749	\$32,447
2b. Est Full-Time Students	5.00	8.00	12.00	18.00	20.00	63.00
2c. Total Tuition Revenue (a x b)	\$31,175	\$50,878	\$77,843	\$119,099	\$134,979	\$413,974
2d. Annual Part-Time Credit Hour Rate	\$273	\$278	\$284	\$290	\$296	\$1,421
2e. Est Part-Time Students	3.00	4.00	6.00	8.00	10.00	31.00
2f. Annual Credit Hours	18	20	40	40	60	178
2c. Total Tuition Revenue (d x e x f)	\$14,742	\$22,277	\$68,167	\$92,707	\$177,302	\$375,195
TOTAL (Add 1+2b+3)	\$45,917	\$73,154	\$146,010	\$211,807	\$312,282	\$789,169
<i>1. Assumes In-State Tuition revenue only; mandatory fees are considered auxiliary which are used to support auxiliary operations (athletics, student center, etc.)</i>						
<i>2. Assumes a 2% Tuition increase in subsequent years</i>						

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Table 2 - EXPENDITURES

TABLE 2: EXPENDITURES						
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
1. Total Faculty or Staff (b+c below)	\$0	\$0	\$87,750	\$92,138	\$260,213	\$440,100
a. # of FTE	0.00	0.00	1.00	1.00	2.00	4.00
b. Total Salary	\$0	\$0	\$65,000	\$68,250	\$192,750	\$326,000
c. Total Benefits	\$0	\$0	\$22,750	\$23,888	\$67,463	\$114,100
2. Adjuncts/Administrative (b+c below)	\$32,400	\$67,500	\$48,600	\$68,040	\$49,086	\$265,626
a. # of FTE	2.00	3.00	3.00	4.00	3.00	15.00
b. Total Salary	\$30,000	\$62,500	\$45,000	\$63,000	\$45,450	\$245,950
c. Total Benefits	\$2,400	\$5,000	\$3,600	\$5,040	\$3,636	\$19,676
3. New or Renovated Space						\$0
4. Operating Expenses						\$0
Other	\$3,217	\$2,798	\$2,997	\$30,708		\$39,720
Supplies	\$2,800	\$2,856	\$2,913	\$5,471	\$2,983	\$17,024
Equipment	\$7,500	\$0	\$3,750	\$15,450	\$0	\$26,700
Sub-total Other Expenses	\$13,517	\$5,654	\$9,660	\$51,629	\$2,983	\$83,444
TOTAL (Add 1-4)	\$45,917	\$73,154	\$146,010	\$211,807	\$312,282	\$789,169

1. Assumes 2 adjuncts in Years 1 & 2 and escalation in Years 3 & 4			
2. Assumes 1 PT administrative support beginning in Year 2			
3. Assumes 1 Full-time FTE administrative support in Year 3;			
4. Assumes 1 FTE Full-time Faculty in Year 5 with average benefits of 35%			
5. Average contract salary for adjunct faculty (\$7,500 per course per semester)			
6. Assumes cost for computer equipment on a 3-year replacement cycle; Supply needs in all years			
7. Assumes other miscellaneous needs in various years			

M. Adequacy of Provisions for Evaluation of Program ([as outlined in COMAR 13B.02.03.15](#)).

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

Courses and curriculum will be reviewed annually for effectiveness via course evaluations, course reviews and assessments of student work, research, projects, including reviews of the faculty and the RMI Advisory Board. This board will consist of industry experts, strategic partners as well as university faculty from BSU and other institutions. There will also be extensive program review of the entire major by external reviewers, the College of Business, as well as the RMI Advisory Board. The processes for evaluating courses, faculty, and student learning outcomes will follow the guidance presented above.

Faculty evaluation will follow BSU guidelines for all faculty members, including evaluation input from students, administrators, and departmental personnel, per COMAR 13b.02.03.15. In addition, faculty evaluations will include the following:

- Evaluation of faculty qualifications and how they are adequate to cover all the curricular areas of the courses and programs—this will include the size, specialization, credentials, and experience of the faculty.
- Analysis of faculty workload; and
- Professional development opportunities for each faculty member.

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

The evaluation of the program educational objectives will follow the same process currently used for both BS degrees and majors for each department. Evaluation of the program's educational effectiveness will include:

- Ensuring that the program's educational objectives are aligned to the BSU mission.
- Ensuring that the program's educational objectives align the needs of the constituencies.
- Following a documented process and timeline to review the program educational objectives. Following a documented process to ensure that the student outcomes are mapped to the program educational objectives.
- Analyzing how the program's requirements and its associated prerequisite structure support the attainment of student outcomes.
- Analysis of program criteria describing how the program meets the specific requirements for the RMI Industry as it evolves.
- Analysis of materials (syllabi, textbooks, samples of student work—low, medium, and high graded) that will be available for accreditors during site visits.
- Analysis of class size on achievement of learning outcomes.
- Evaluation of student retention and student achievement will follow established BSU policy used by all departments. The courses, the program's effectiveness, enrollment, retention and graduation rates, students, instructors, and staff satisfaction will be evaluated using student, faculty, and staff surveys and program committee reviews on a regular basis.

N. Consistency with the State's Minority Student Achievement Goals [\(as outlined in COMAR13B.02.03.05\)](#).

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

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Boldly Forward FY2026-FY2029 Strategic

Plan supports student achievement and long-term viability of the institution and align with the goals in the 2022 Maryland State Plan for Higher Education.

Specifically, Bowie State continues to:

- Support affordable and high-quality educational opportunities for Marylanders (Student Access, Priority 4)
- Engage in a continuous improvement process to ensure that institutional policies and practices support student success (Student Success, Priority 5).
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Student Access, Priority 4) (Innovation, Priority 8).
- Integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Priority 5).
- Partner with business, government, and other institutions to support workforce development.
- Timely completion and graduate readiness through Student SuccessFest to identify and support at-risk students and regular academic advising (Innovation, Priority 6).
- Expand support for grant participation and research (Innovation, Priority 9).

Bowie State faculty, staff, students, and administrators are engaging in change management strategies and embracing experimentation so that we can better meet the holistic needs of our students (Innovation, Strategy 11). Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all its forms. The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty, and staff through infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness, and maintaining a campus climate that respects and values diversity.

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

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

This program has no relationship with a low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs ([as outlined in COMAR 13B.02.03.22](#))

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

The university has the resources to offer a quality distance education program. The university utilizes the state-of-the-art Blackboard system as well as cloud based virtual laboratories. All faculty are trained in offering distance learning education courses.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Bowie State University is a participating member of NC-SARA, and as such has met the guidelines as required by the Council of Regional Accrediting Commissions (C-RAC).

Appendix A

Bowie State University - General Education And Institutional Requirements

One course in each of two disciplines in arts and humanities (six semester hours)

Discipline/Courses: Philosophy, Speech, Theatre, Art, Music, Modern Languages, Literature, Interdisciplinary African American Studies.

- ART 101 - 2D Design **3 Credits**
- ART 110 - Introduction to Drawing **3 Credits**
- ART 111 - Life Drawing **3 Credits** (Portrait and Figure)
- ART 200 - African Art: Past and Present **3 Credits**
- VCDM 230 - Introduction to Computer Graphics **3 Credits**
- ART 299 - Art Survey **3 Credits**
- COMM 101 - Oral Communication **3 Credits**
- COMM 103 - Public Speaking **3 Credits**
- ENGL 210 - Introduction to English Grammar **3 Credits**
- ENGL 211 - Literatures of the World **3 Credits**
- ENGL 212 - The African American Literary Imagination **3 Credits**
- ENGL 213 - Cinema of Africa and the African Diaspora **3 Credits**
- ENGL 236 - Introduction to Literature **3 Credits**
- ENGL 250 - Introduction to Film **3 Credits**
- ENGL 253 - Studies in Popular Culture **3 Credits**
- ENGL 254 - Queer Cultural Studies **3 Credits**
- FREN 101 - First-Year French I **3 Credits**
- FREN 102 - First-Year French II **3 Credits**
- MUSC 101 - Fundamentals of Music **3 Credits**
- MUSC 110 - Introduction to Electronic Music **3 Credits**
- PHIL 101 - Introduction to Philosophy **3 Credits**
- PHIL 103 - Introduction to the Principles of Reasoning **3 Credits**
- SPAN 101 - First-Year Spanish I **3 Credits**
- SPAN 102 - First-Year Spanish II **3 Credits**
- THEA 105 - Introduction to Theatre **3 Credits**
- THEA 110 - Pilates Fitness **3 Credits**
- MUSC 302 - Introduction to Music **3 Credits**

One course in each of two disciplines in social and behavioral sciences (six semester hours)

Discipline/Courses: History, Economics, Anthropology, Political Science, Sociology, Psychology, Geography, Social Work or Interdisciplinary Social Science. (Including mandatory 3 CREDITS of African American History)

- ANTH 102 - Introduction to Anthropology **3 Credits**
- CRJU 201 – Introduction to Law Enf & CRJU **3 Credits**
- ECON 211 - Prin of Macroeconomics **3 Credits**
- ECON 212 - Prin of Microeconomics **3 Credits**
- GEOG 101 - Elements of Geography **3 Credits**
- GOVT 130 - Introduction to Political Science **3 Credits**
- GOVT 140 - Introduction to Comparative Politics **3 Credits**
- GOVT 231 - US National Government **3 Credits**
- GOVT 240 - Black Politics in the United States **3 Credits**
- HIST 111 - World Civilization Since 1500 **3 Credits**
- HIST 114 - African American History to 1865 **3 Credits**
- HIST 115 - African American History Since 1865 **3 Credits**
- HIST 202 - United States History Since 1865 **3 Credits**
- CAAS 101 - Introduction to Child & Adolescent Development **3 Credits**
- CAAS 282 - Child Abuse and Family Violence **3 Credits**
- PSYC 101 - General Psychology **3 Credits**
- PSYC 200 - Introduction to Psychopathology **3 Credits**
- SOCI 101 - Introduction to Sociology **3 Credits**
- SOCI 203 - Deviant Behavior **3 Credits**
- SOWK 200 - Introduction to the Profession of Social Work **3 Credits**

Two science courses, at least one of which shall be a laboratory course (seven to eight semester hours)

Discipline/Courses: Biology, Chemistry, Physics, and Physical Science Courses

- BIOL 101 - Biological Science **4 Credits**
- BIOL 203 - Oceanus **3 Credits**
- CHEM 107 - General Chemistry I **4 Credits**
- PHSC 100 - Physical Science **4 Credits**
- PHSC 101 - Earth Science I **4 Credits**
- PHYS 271 - General Physics I **4 Credits**
- PHYS 272 - General Physics II **4 Credits**
- BIOL 210 - Introduction to Biotechnology **4 Credits**

One course in mathematics at or above the level of college algebra (three semester hours)

Discipline/Courses: Math or Statistics Courses

- MATH 127 - Introduction to Mathematical Ideas **3 Credits**
- MATH 118 - Finite Mathematics **3 Credits**
- MATH 125 - College Algebra **3 Credits**
- MATH 141 - Precalculus I **3 Credits**
- MATH 150 - Comprehensive Precalculus **4 Credits**
- MATH 215 - Elements of Calculus **4 Credits**
- MATH 225 - Calculus I **4 Credits**

Two courses in English composition (six semester hours)

Disciplines/Courses: English Composition Courses:

- ENGL 101 - Expository Writing **3 Credits**
- ENGL 102 - Argument and Research **3 Credits**

Once course in technology (three semester hours)

Discipline/Courses: Business Information Systems or Computer Science

- BUIS 260 - Computer Apps for Business **3 Credits**
- COSC 110 - Computer Literacy and Applications **3 Credits**
- COSC 111 - Fundamentals of Computer Science and Data Concepts **3 Credits**
- COSC 112 - Computer Science I **4 Credits**
- COSC 113 - Computer Science II **4 Credits**
- COSC 190 - Intermediate Computer Programming **4 Credits**
- CTEC 111 - Cybersecurity for All **3 Credits**
- CTEC 114 - Computing Tools and Environments **3 Credits**
- CTEC 125 - Intro to Python Programming **3 Credits**
- DANL 280 - Fundamentals of Data Science and Analytics **3 Credits**

Appendix B

Core College of Business School Requirements (48/51 semester hours)

* Some courses will count toward the BS degree in RMI

MGMT 101 - Introduction to Business 3 Credits
ACCT 211 - Principles of Accounting I 3 Credits
ACCT 212 - Principles of Accounting II 3 Credits
FINA 320 - Principles of Finance 3 Credits
MKTG 231 - Principles of Marketing 3 Credits
MGMT 241 - Principles of Management 3 Credits
MGMT 344 - Organizational Behavior 3 Credits
BUAD 350 - Business Law I 3 Credits
BUIS 360 - Information Systems for Management 3 Credits ****
ECON 321 - Money, Banking and Financial Markets 3 Credits
ECON 351 - Bus/Econ Stat I 3 Credits
MGMT 356 - Professional Development I 2 Credits
MGMT 358 - Professional Development II 1 Credits
ENGL 361 - Tech & Report Writing I 3 Credits
ECON 483 - Quantitative Methods Dm 3 Credits
MGMT 480 - Production and Oper Mgmt 3 Credits
MGMT 440 - Business Strategy & Pol 3 Credits

Appendix C

Industry Partner Letters of Support

1. Aon
2. Impact Business Coaches
3. Gallaudet University
4. Liberty Mutual Insurance



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aaron.olson@aon.com

July 29, 2025

Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

SUBJECT: Support for Establishing a Bachelor of Science Majoring in Risk Management & Insurance Program at Bowie State University

To Whom It May Concern:

I am writing to express my strong support for the establishment of a Bachelor of Science majoring in Risk Management & Insurance at Bowie State University. As executive sponsor of our University Partnerships at Aon, a global leader in risk management and insurance solutions, I am deeply committed to expanding career pathways in the risk and insurance industry. Our track record of creating apprenticeships and fostering innovation exemplifies our dedication to developing the next generation of professionals in this field.

Aon has been actively engaged in university partnerships across the United States with our Career Acceleration Network. This initiative is an extension of our investment in apprenticeships, as highlighted in our commitment to create 10,000 apprenticeships nationwide by 2030 (source: Aon Press Release). By collaborating with universities, we aim to provide students with the skills and opportunities necessary to succeed in the risk management and insurance industry, thereby enhancing their career prospects and contributing to the growth of the sector.

Throughout my career, I have been personally committed to talent development, sponsoring our university partnerships and leading Aon's focus on talent development. In my previous roles as Chief Talent Officer and Chief HR Officer, I have worked to ensure that our initiatives align with our strategic goals and foster a culture of continuous learning and development. My experience in these roles has reinforced my belief in the importance of equipping students with the skills needed to thrive in a rapidly changing industry.

The demand for skilled graduates in risk management and insurance is rapidly increasing, driven by the evolving nature of global risks. At Aon, we recognize the importance of equipping students with both technical competence and the ability to analyze data to solve complex risk management issues. Bowie's proposed program is designed to provide students with these essential skills, complemented by the University's liberal arts foundation that enhances critical soft skills such as ethical reasoning, communication, analytical thinking, and teamwork.

Experiential learning is a cornerstone of Bowie's program, and Aon is eager to support this initiative by offering mentorship opportunities and industry engagement. Our commitment to innovation and real-world application aligns perfectly with Bowie's vision for a program rooted in experiential learning.

I urge the Maryland Higher Education Commission to approve the creation of a Bachelor of Science majoring in Risk Management & Insurance program at Bowie State University. This program represents a vital investment in retaining talent within the state, strengthening our industry, and expanding opportunities for Maryland students. It is time to build the infrastructure necessary to support and retain the next generation of professionals right here at home.

Sincerely,

Aaron Olson, Executive Vice President
Executive Sponsor, University Partnerships



Dr. Clifford Stanley

Executive Leadership Coach

Office: 1-844-SAY-TGIM (729-8446)

Email: Cliff@ImpactBusinessCoaches.com

www.impactbusinesscoaches.com

Dr. Sanjay Rai

Maryland Higher Education Commission

217 East Redwood Street, Suite 2100

Baltimore, MD 21202

Re: Bowie State University's Proposal – Bachelor of Science in Risk Management and Insurance (RMI)

Dear Dr. Rai,

I am writing to express my strong support for Bowie State University's proposal to establish a Bachelor of Science degree program in Risk Management and Insurance.

As a retired Major General in the United States Marine Corps and former Under Secretary of Defense for Personnel and Readiness under President Barack Obama, I have had the privilege of serving our nation in various leadership roles. I am also an ordained minister and executive coach, with graduate degrees from Johns Hopkins University and the University of Pennsylvania. My academic career commenced at South Carolina State University, a historically black college and university (HBCU), which renders this initiative particularly significant to me.

Bowie State University invited me to serve as an Advisory Board Member for its Risk Management and Insurance Academy. In this role, I have quickly come to recognize the critical need for such a program—particularly at HBCUs like Bowie State, Maryland's oldest historically Black University.

The RMI industry has expressed a growing interest in diversifying its workforce by attracting well-educated minority professionals. Unfortunately, students of color remain underrepresented in this field, often due to limited access to programs at predominantly white institutions and the higher tuition costs associated with those schools. Bowie State's



Dr. Clifford Stanley

Executive Leadership Coach

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Email: Cliff@ImpactBusinessCoaches.com

www.impactbusinesscoaches.com

proposed program would help bridge this gap by offering an accessible, high-quality education in a field with strong career prospects.

As an HBCU graduate, I know firsthand that students are not asking for handouts; they are asking for opportunities. This program will provide them with the knowledge and skills to pursue meaningful careers in the RMI industry & to compete on equal footing.

I have attended panel discussions and viewed symposium presentations, and I can attest to the enthusiasm and readiness of Bowie State students to embrace this new academic path. I wholeheartedly recommend that the Maryland Higher Education Commission approve Bowie State University's proposal to offer a Bachelor of Science degree in Risk Management and Insurance.

Sincerely,

A handwritten signature in black ink, appearing to read "Clifford L. Stanley", written over a horizontal line.

Rev. Dr. Clifford L. Stanley



To Whom It May Concern

RE: Bowie State University – Maguire Academy of Insurance & Risk Management

I am writing to express my enthusiastic support for the Risk Management and Insurance (RMI) program at Bowie State University. As the Executive Director of the Maguire Academy of Insurance and Risk Management (MAIRM) at Gallaudet University in Washington, D.C., I have seen firsthand the transformative impact that a well-structured RMI program can have on students, particularly those from underrepresented communities.

Gallaudet University, a federally chartered institution serving Deaf and Hard of Hearing students, has operated its RMI program for over a decade. In 2024, we proudly graduated eleven students, all of whom secured employment prior to commencement. This success is a testament to the strength of our curriculum and the demand for diverse talent in the insurance and risk management industry.

The Maguire Academy of Insurance and Risk Management was originally founded over twenty years ago at St. Joseph's University in Philadelphia by James Maguire, a distinguished alumnus and former CEO of Philadelphia Insurance. Today, it is recognized as one of the top five RMI programs in the United States. In 2024, St. Joseph's enrolled 178 students in its RMI program and graduated 44.

The RMI programs at Gallaudet and Bowie State are modeled closely after the St. Joseph's framework, with a shared mission to educate and empower students who have historically been underserved and overlooked in the industry. What sets Bowie State apart is its unique ability to reach students as a historically Black university (HBCUs), further expanding access to this vital field.

Bowie State's Executive Director, William L. Roberts, known to many as Bill, brings over 30 years of leadership experience in the risk and insurance sectors. His distinguished career includes representing U.S. companies in major global markets such as Europe and Bermuda. As an HBCU graduate himself, Bill understands the challenges many of his students face and is uniquely positioned to mentor and guide them toward success.

Bill also holds a graduate degree from St. Joseph's University, where he studied the RMI model and collaborated with its leadership even before assuming his current role at Bowie State. He continues to maintain strong relationships with both Gallaudet and St. Joseph's RMI leadership, fostering a collaborative network that benefits all three institutions.

Given the strength of its leadership, its alignment with proven program models, and its commitment to serving underrepresented students, I have no doubt that Bowie State University will establish an outstanding RMI program. This initiative will not only enrich the lives of its students but also contribute meaningfully to the future of the insurance and risk management industry.

Sincerely,

Dwayne Redd

Executive Director, MAIRM
Gallaudet University



Brad Luchkowec
Account Manager
Distribution & Service
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Liberty Mutual Insurance
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Office: 980-938-1369
Cell: 704-219-1703

Dr. Sanjay Rai

Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Re: Support for Bowie State University's Bachelor of Science Degree in Risk Management & Insurance

Dear Dr Rai & MHEC Members,

I am writing to express my personal support for Bowie State University's proposal to establish a Bachelor of Science Degree program majoring in Risk Management & Insurance through the Maguire Academy of Insurance and Risk Management.

As an Account Manager with Helmsman Management Services, an affiliate of Liberty Mutual Group, Inc. I have over 22 years of experience in the risk and insurance industry. My credentials include an Associate in Risk Management (ARM), Associate in Claims (AIC), and Associate in Insurance Services (AIS), reflecting my deep commitment to the profession and the development of future industry leaders.

Maryland's insurance and risk management sector is a vital part of the state's economy, yet the representation of minority professionals remains disproportionately low. Bowie State University, Maryland's oldest Historically Black College and University (HBCU), is uniquely positioned to address this gap. By offering a specialized degree in Risk Management and Insurance, Bowie State will provide students, particularly those from underrepresented communities, with the education and skills necessary to pursue rewarding careers in this essential field.

I have the privilege of serving on Bowie State's Board of Advisors for this program and can personally attest to the University's commitment to creating meaningful opportunities and fostering diversity in the insurance and risk management industries. This program will not only serve the students but will also benefit Maryland's workforce and economy by cultivating a new generation of diverse professionals.



For these reasons, I enthusiastically recommend that the Maryland Higher Education Commission approve Bowie State University's Bachelor of Science Degree in Risk Management & Insurance. Supporting this initiative aligns with the Commission's goals of expanding access to high-quality education and promoting workforce diversity in Maryland's growing industries.

Thank you for your consideration. Please feel free to contact me should you require any additional information.

Sincerely,

Brad Luchkowec





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

TOPIC: Bowie State University proposal for Ph.D. in Nursing Education

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: Bowie State University's seeks to offer the Ph.D. in Nursing Education to extend the nursing pathway in the Department of Nursing (DON), which currently offers accredited bachelor's, master's, and post-graduate programs in nursing. The Ph.D. in Nursing Education will be unique to this region of the state, as no other institution offers a Ph.D. in Nursing Education as its primary curriculum content. A comparison of doctoral-level nursing programs in the State indicated that current programs offer a broad research or clinical leadership focus.

The launch of the new Ph.D. in Nursing Education at BSU will increase the number of Ph.D.-prepared nursing faculty in Maryland. BSU's DON applied for and was awarded a \$150,000 planning grant by the Nursing Support Program II (NSP II) to develop the proposed Nursing Education program to increase the supply of qualified nursing faculty.

By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and the healthcare needs of underserved communities. With an African American population of over 85%, the BSU DON produces predominantly African American nurses who serve as role models that attract Black students to consider the nursing profession. Additionally, an increase in black PhD- prepared faculty serves to increase research in areas that explain and bring awareness and solutions to health disparities in the health care system.

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 Bowie State University to offer the Doctor of Philosophy (Ph.D) in Nursing Education.

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

DATE: Dec. 3, 2025
DATE:
awrynn@usmd.edu



Aminta H. Breaux, Ph.D.

President

Henry Administration Bldg., Ste. 2000
14000 Jericho Park Rd, Bowie, MD 20715

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December 19, 2024

Jay A. Perman, MD
Chancellor
University System of Maryland
3300 Metzerott Road
Adelphi, Maryland 20783-1690

RE: New Academic Program – Doctor of Philosophy (Ph.D.) in Nursing Education

Dear Chancellor Perman:

Please find enclosed our proposal to offer the Doctor of Philosophy (Ph.D.) in Nursing Education (HEGIS 1203.00//CIP 51.3203).

The nursing shortage, exacerbated by the shortage of nursing faculty, has become increasingly pervasive. The Maryland Higher Education Commission (MHEC) NSP II grant request underscores the impact of the faculty shortage, stating, "The shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSP II Grant Request, 2022, p. 4). To that end, BSU's Department of Nursing was awarded a \$150,000.00 planning grant to develop a Ph.D. in Nursing Education Program.

The launch of the proposed Ph.D. in Nursing Education program at BSU seeks to mitigate faculty shortages in high-demand nursing programs, strengthen workforce development, and improve healthcare equity by increasing the diversity of nursing faculty. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and other institutions where our graduates become faculty, and the healthcare needs of underserved communities.

We respectfully request the Board's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.

Cc: Dr. Guy-Alain Amoussou, Provost and Vice President for Academic Affairs
Dr. Alison Wrynn, Senior Vice Chancellor
Dr. Candace Caraco, Associate Vice Chancellor

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

Bowle State University

Institution Submitting Proposal

Nursing Education

Title of Proposed Program

Doctor of Philosophy (Ph.D.)

Award to be Offered

Fall 2026

Projected Implementation Date

1203.00

Proposed HEGIS Code

51.3203

Proposed CIP Code

Nursing

Department in which program will be located

Dr. Monique Akton

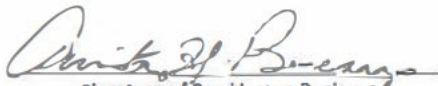
Department Contact

301-860-3201

Contact Phone Number

malston@bowiestate.edu

Contact E-Mail Address


Signature of President or Designee

12-20-24
Date

A. Centrality to Institutional Mission Statement and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The proposed Ph.D. program is a post-master's program established to prepare nurse educators for academia, teaching the discipline of nursing at the entry-level, master's level, and doctoral level. The program will be built on our Accreditation Commission for Education in Nursing (ACEN) accredited bachelors and masters nursing programs to 1) increase the number of nursing faculty 2) increase the number of registered nurses. Students will engage in research that broadens knowledge content gained at the baccalaureate and master's level to facilitate clinical and knowledge development, learning strategies, research, leadership, and scholarship. As Maryland's oldest HBCU, the program will produce diverse scholars in nursing education who will excel in the areas of academia and teaching and who will:

- Assume the role of the nurse faculty and scholar to promote innovative and evidence-based strategies in nursing education
- Discover and contribute new knowledge to nursing theory and clinical nursing studies that will expand the breadth and depth of the body of nursing knowledge
- Effectively use multiple learning strategies for the advancement of nursing practice
- Increase the number of African-American doctoral-prepared nurse educators

The mission of the Department of Nursing (DON) aligns with the BSU mission and aims to provide quality academic programs offering learners the foundation upon which to expand their knowledge base and pursue advanced study.

The nursing curricula are designed to prepare professional nurses who demonstrate excellence in evidence-based practice, think critically, apply ethical principles and clinical reasoning, demonstrate leadership skills, value diversity and participate in or conduct research which benefits the local and global community. The DON is committed to increasing diverse representation in the nursing profession. In support of the mission, vision, strategic plan, and core values of Bowie State University (BSU) as "Maryland's first historically black public university that empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility", the BSU DON is poised to develop and implement a Ph.D. in Nursing Education program that aligns with the vision and strategic plan of BSU and assists in increasing nursing faculty in Maryland.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The new Ph.D. in Nursing Education will align with the following Bowie State University's (BSU) strategic plan goals that respond to the specific goals of:

Goal 1: Advancing Academic Distinction

The PhD in Nursing Education program aligns with BSU's commitment to academic excellence by preparing nurse educators and scholars to meet the growing demand for qualified nursing faculty. It promotes innovation in graduate education tailored to adult learners and supports continuous improvement through collaborative and flexible approaches. The new PhD-NE program will also implement high-impact activities that integrate and enhance opportunities for the doctoral student to participate in study abroad, service learning, civic engagement, internships, and other experiential learning activities.

Goal 2: Transforming the Student Experience

The new Ph.D. program will incorporate components that aim to create a supportive learning environment that builds connections between students and faculty, peers, and staff to create a sense of belonging and community in a safe learning environment. The program will foster the support of individual learning styles, strengths and needs and offer academic support services. The program will also promote a holistic and coordinated approach to student success by ensuring that students have access to services that promote mental and emotional well-being, integrate mindfulness and wellness activities, career coaching, encourage student engagement, provide constructive and timely feedback, and help students see the relevance of their studies to their personal goals, values, and contributions to the profession of nursing education, research, and community service.

This new Ph.D. program will encourage academic and administrative innovation to meet student needs through a collaborative and flexible approach that focuses on continuous improvement, adapting to changing student demographics, and leveraging technology. Strategies will include, but are not limited to:

- Flexible course delivery formats: hybrid, synchronous, and asynchronous course instruction
- Competency-based learning strategies provide career-relevant skills
- Promote professional development of faculty and staff
- Integrating experiential learning
- Reduce financial barriers to education, such as offering low-cost or free textbooks, scholarships, and emergency funding for students in need
- Collaborate with community organizations
- Engage alumni networks and other stakeholders to support student success through mentorship, networking opportunities, and financial contributions for innovative projects.

Goal 3: Fostering a Cultural of Inclusivity, Equity, Civic Engagement, and Social Justice

The PhD-NE program will enhance campus culture around diversity, inclusion, and civic engagement through intentional efforts to create a welcoming environment where all students, faculty, and staff feel valued, respected, and empowered to embrace and contribute to the security of a more equitable and socially responsible educational environment. With BSU's predominantly African American nursing population, the program will produce faculty who serve as role models and contribute to research on health disparities, promoting awareness and advocacy.

Goal 4: Ensuring Bowie State's Future Through Growth and Innovation

The launch of the PhD-NE program at BSU will answer the call to increase the number of nursing PhD-prepared nursing faculty in Maryland. The PhD program will enroll at least five PhD candidates in Spring 2026 and will enroll ten additional doctoral students each year. In addition, the PhD-NE program anticipates graduating five PhD-NE doctoral students in Fall 2029 and will continue graduating at least five PhD-NE doctoral students yearly. The PhD faculty teaching in the PhD program will support an expanded student capacity in the Baccalaureate and MSN programs. The PhD-NE program will also serve as a method of retention of students in the MSN programs to support acquisition of a terminal nursing degree at BSU.

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

The BSU Department of Nursing (DON) secured Nurse Support II grant funding in May 2025, with the funding period beginning July 1, 2025. This grant will fully support the PhD program through its first five years. Starting July 2029, BSU will assume full financial responsibility for the program, which is projected to cost approximately \$700,000 annually. At that time, the program will enroll 20 students, each completing 24 credits per year. The BSU DON will also pursue additional funding to provide scholarships and stipends, particularly for students who commit to teaching in Maryland higher education institutions, including BSU, upon graduation.

4. Provide a description of the institution's commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program

The BSU DON will develop and execute a management plan for establishing and maintaining the PhD program. The plan will include due dates and costs for key milestones so that the BSU DON can monitor the plan and complete the project on time and within budget. The plan will identify stakeholder roles, responsibilities, and risks. The BSU DON will evaluate the plan regularly as new activities are identified and develop a detailed plan with specific dates for the disbursement of funds and registration of classes will be developed.

- b) continuation of the program for a period sufficient to allow enrolled students to complete the program.

BSU DON will identify, track, and mitigate risks related to establishing and maintaining the PhD-NE program to ensure continuation of the program for a period sufficient to allow enrolled students to complete the program.

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

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

- a) **The need for the advancement and evolution of knowledge;**
- b) **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
- c) **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

The shortage of doctoral-prepared nursing faculty is undisputed. According to the American Association of Colleges of Nursing (AACN, 2022), a 2021 study found over 9,500 qualified applicants were turned away from master's programs, and over 5,000 qualified applicants from doctoral programs. A shortage of faculty, preceptors, and clinical education sites were the primary reasons for not accepting all qualified students (AACN, 2022). The nursing faculty shortage has plagued the nursing profession for over two decades. The nursing faculty shortage is so prevalent that the Nursing Support Program II (NSP II) has dedicated funding to increase the supply of qualified nursing faculty required to expand the capacity of Maryland's nursing programs. The Maryland Higher Education Commission (MHEC) NSP II grant request underscores the impact of the faculty shortage, stating, "[T]he shortage of qualified nursing faculty was identified as the fundamental obstacle to expanding enrollment in nursing programs, thereby exacerbating the nursing shortage (NSP II Grant Request, 2022, p. 4).

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The 2022 Maryland State Plan for Higher Education establishes three primary goals for postsecondary education in Maryland:

- a. Ensure equitable access to affordable and high-quality post-secondary education for all Maryland residents.
- b. Promote and implement practices and policies that will ensure student success.
- c. Foster innovation in all aspects of Maryland higher education to improve access and student success.

Reducing the PhD-prepared faculty shortage is the primary objective of the PhD in the nursing program. "Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for professional registered nurses continues to grow" (AACN, 2022). In response to the call from the NSP II for more doctoral-prepared faculty, the DON decided to develop the PhD in nursing program.

The proposed PhD program in nursing will focus on nursing education to reduce the faculty shortage. The BSU DON will require PhD students to complete a dissertation with original research. Beccaria et al. (2018) explain how the Boyer framework, which outlines scholarship of discovery, integration, application, and teaching and learning,

provides rigor to teaching and research (p. 61). BSU will use Boyer’s scholarship framework in designing the scholarship component of the PhD in the nursing program. The BSU DON pedagogical nursing education strategies will encourage and promote eligible PhD candidates to become certified nurse educators while enrolled in the program. Graduates will be prepared to take leadership positions in academia, research, clinical practice, and executive management to increase the number of qualified nurse educators in Maryland.

The BSU DON is well-positioned to establish a PhD program in nursing education. Adding a new PhD program will bolster the success of the Baccalaureate Nursing program and the Master of Science in Nursing (MSN) program. The development of the PhD program is motivated by the current nursing faculty shortage, as well as the decrease in enrollment in PhD program (Muñoz, 2022). Muñoz (2022) examined strategies for increasing PhD enrollment among college students and graduates. These strategies include mentoring, hands-on research, scholarships, the interaction between undergraduate students and PhD students and faculty, and classes year-round, including the summers (Muñoz, 2022). The BSU DON will employ sustainable strategies to help mitigate the nursing PhD enrollment challenge. The BSU DON will utilize strategies such as effective admission interviews, emphasis on underrepresented groups, and creative use of IT technology. Holistic admissions will also be used to identify unique experiences along with traditional measures of academic achievement such as grades and test scores (AACN, 2022). “Many colleges and universities have employed a holistic admission process to assemble a diverse class of students with the background, qualities, and skills needed for success in the profession” (AACN, 2022, p. 1).

In alignment with Priority 5 of the Maryland State Plan for Postsecondary education, BSU remains committed to student success. The BSU DON will employ methods to minimize attrition. Fang and Zhan (2021) concluded that students usually dropped out of PhD nursing programs after 3.7 years in the program “PhD students without funding were more likely to dropout than students with funding” (Wollast, 2018, as cited in Fang and Zhan, 2021, p. 346). As a result, the BSU DON will provide financial incentives to encourage students to complete their PhD degrees within three years, as the budget allows. The BSU DON will ensure Students are aware of available funding resources such as the [National Institutes of Health \(NIH\) awards](#), the [National Institute of Nursing Research \(NINR\) awards](#), the [Cohen Scholars awards](#) (NSP II), and [BSU scholarship opportunities](#). The BSU DON will work with the Registrar to determine the feasibility of disbursing scholarship funds at the end of each semester when the student has completed their courses. An innovative approach to disbursing funds will serve as a financial incentive for students to complete coursework on time.

As an HBCU, we provide quality programming that is impactful to the communities our students represent. The Ph.D. program will support access to advanced nursing education through the availability of online courses, affording practicing nurses an opportunity to learn where they work and live. Fang and Zhan (2021) found that students in PhD programs with 25% or more online courses were more likely to experience attrition. The BSU DON will teach more than 25% of the PhD courses online but will take measures to capture the benefits of in-person interactions during online courses. Measures will include the creative use of collaboration software and virtual breakout rooms.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex. Mid-level management) for graduates of the proposed program.

Given rising healthcare job growth, increased nursing program enrollment, and regional faculty shortages—particularly in Prince George’s County, there is a strong case for establishing a Ph.D. in Nursing Education program at BSU. PG County’s proximity to Washington, D.C., and its numerous hospitals and healthcare centers further underscore the need for highly qualified nurse educators. The Maryland Department of Labor projects a 5–10% increase in healthcare education jobs over the next decade, reinforcing the opportunity for BSU to help meet this critical workforce need.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

Maryland faces a critical shortage of nursing faculty due to an aging workforce, the need for doctoral-prepared educators, and competition from higher-paying clinical roles. Nationally, nearly 80% of vacant nursing faculty positions require or prefer candidates with a doctoral degree (AACN, 2022). To address this, the University of Maryland School of Nursing (UMSON) has secured nearly \$5 million in grants to expand teaching opportunities and strengthen nursing education statewide. Bowie State University's Department of Nursing (DON) is pursuing similar funding to help meet this demand.

The Bureau of Labor Statistics projects a 22% growth in postsecondary nursing instructor positions between 2020 and 2030, with approximately 118,900 openings annually (USBLS, 2023). Maryland reflects this national trend, experiencing persistent faculty shortages (AACN, 2022).

See Table 1 for a metric of nursing faculty supply and demand in Maryland.

Table 1: Nursing Faculty Supply and Demand in Maryland

Metric	Value	Source
Full-Time Nursing Faculty Vacancies in Maryland	1,977 vacancies nationwide (approx. 40-50 in MD estimated)	AACN Special Survey on Vacant Faculty Positions (2023)
National Nurse Faculty Vacancy Rate	7.8%	AACN Special Survey on Vacant Faculty Positions (2023)
Percentage of Vacancies Requiring Doctorate	79.8%	AACN Special Survey on Vacant Faculty Positions (2023)
Projected Growth for Nursing Instructors in MD	18.5% growth from 2020 to 2030	Maryland Department of Labor Occupational Projections (2020- 2030)
Annual Openings for Nursing Instructors in MD	Approximately 100 per year	Maryland Department of Labor Occupational Projections (2020- 2030)
Qualified Applicants Turned Away (U.S.)	65,766 in 2023	AACN Enrollment and Graduations Report (2023)
Main Reasons for Turned Away Applicants	Faculty shortages cited as top reason	AACN Enrollment and Graduations Report (2023)

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

Market surveys and reports on nursing faculty shortages and educational needs provide quantifiable and reliable data on the projected vacancies and training needs over the next five years. Here are key findings and evidence from recent surveys and data sources:

a) American Association of Colleges of Nursing (AACN) Survey Vacancies and Faculty Shortages:

In 2022, AACN reported 2,166 faculty vacancies at nursing schools nationwide, with a vacancy rate of 8.3%. Over 60% of the schools identified the need for additional faculty to keep up with enrollment increases. Maryland follows these national trends with faculty shortages impacting local nursing programs.

b) Growth in Nursing Education Demand:

Nursing schools rejected over 80,000 qualified applicants due to insufficient faculty, facilities, and clinical sites, which highlights the urgent need for trained educators. This unmet demand is expected to grow over the next five years (U.S. Department of Health and Human Services (HHS), 2017).

c) Health Resources and Services Administration (HRSA) Nursing Workforce Survey Vacancies Projections:

The HRSA projects that over 1 million RNs will retire by 2030, which will increase the need for nursing programs to expand to replace the retiring workforce. This expansion requires significant investment in faculty, where shortages are already a bottleneck. In Maryland, the demand for nurse educators is expected to increase by 5-10% over the next five years (HHS, 2017).

d) Educational Needs:

The report emphasizes the importance of preparing PhD- educated nurses to fill teaching positions in community colleges and universities, especially in regions like PG County where healthcare growth is significant (MD Department of Labor, 2023; HHS, 2017).

e) Maryland Department of Labor Occupational Projections State-Level Projections:

For Maryland, the Department of Labor (2023) estimates a steady growth rate of 8-10% in postsecondary nursing educator positions between 2023 and 2028. The state's healthcare system expansion and the increase in nursing program enrollments directly influence this trend.

f) Local Workforce Development Projections:

PG County is projected to need more than 50 new nursing educators in the next five years to meet local healthcare demands and support growing educational infrastructure (MD Department of Labor, 2023).

g) Bureau of Labor Statistics (BLS) Data Nurse Educator Job Growth:

National projections from the BLS indicate a 22% increase in the need for nursing instructors and educators between 2021 and 2031, with over 130,000 new positions expected. This national trend aligns with Maryland's local projections and the anticipated retirements of a significant portion of the current nursing faculty (AACN, 2024).

h) **Market Surveys by Nursing Schools University of Maryland Survey:**

The University of Maryland School of Nursing conducted a survey in 2023, which indicated that 70% of nursing faculty plan to retire within the next 10 years. This aligns with national statistics and contributes to the increasing number of vacancies in the next five years. The survey also highlighted the growing interest in PhD programs to meet the demand for educators (HHS, 2017).

These surveys and reports provide reliable evidence of both the growing demand for nurse educators and the anticipated number of vacancies. Maryland, and specifically PG County, is experiencing significant pressure to increase its nursing faculty to meet the healthcare industry's needs over the next five years. Expanding PhD nursing education programs can play a critical role in addressing these shortages.

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

Table 2 represents the BSU graduate enrollment fall 2025 report.

Table 2: BSU Graduate Enrollment Fall 2025 Report

Master's Program		Fall	
HEGIS code	Major	College	2023
1203.00	Nursing	College of Professional Studies	17

Graduate enrollment <https://bowiestate.edu/about/administration-and-governance/division-of-academic-affairs/office-of-planning-analysis-and-accountability/enrollmentsection2023fallweb>

BSU DON MSN Total Program Enrollment Fall 2025 report:

Full-time MSN Students = 1

Part-time MSN Students = 16

Total MSN Students = 17

Full-time MSN FNP/PMC-CAS FNP students = 1

Part-time MSN FNP students = 14

Total FNP students = 15

Full-time NE (PMC-NE) student = 0

Part-time MSN NE student = 2

Total NE students = 2

Table 3 represents BSU DON MSN and PhD Proposed Outcomes and Prospective Students

Table 3: BSU DON MSN and PhD Proposed Outcomes and Prospective Students

MSN NURSING PROGRAM					PHD NURSING PROGRAM			
	Planned # of New Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates	Planned # of Enrollees	Actual # of New Enrollees	Planned # of Graduates	Actual # of Graduates

Fall 2021	20	10	N/A	N/A	0			
Spring 2022	N/A	N/A	10	7			0	
Fall 2022	20	10	N/A	N/A	0			
Spring 2023	N/A	N/A	4				0	
Fall 2023	20	7	N/A	N/A	0			
Spring 2024	N/A	N/A	8	6			0	
Fall 2024	20	10	N/A	N/A	0			
Spring 2025	N/A	N/A	7				0	
Fall 2025	20		N/A	N/A	0			
Spring 2026	N/A	N/A	10		5		0	
Fall 2026	20		N/A	N/A	5			
Spring 2027	N/A	N/A	16		5		0	
Fall 2027	20				10			
Spring 2028			5		10		5	

D. Reasonableness of Program Duplication:

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

The BSU DON Ph.D. in Nursing Education program will be competitive with other universities in Maryland. The *Education Dynamics* Part 2: Competitor Review Report (2022) for Bowie State University addressed the similarities and differences between Hampton University, Morgan University, University of Maryland Baltimore, George Mason University and Capella University with the proposed program at BSU. Further reviews of other institutions considered as competitive included Johns Hopkins University, Howard University, Coppin State University, and

Notre Dame of Maryland University. See table 4 for a summary of similarities and differences between the proposed PhD in Nursing Education program at BSU and similar programs at other institutions.

The analysis performed by Education Dynamics provided program development recommendations for building a program that would differentiate BSU's Ph.D. in Nursing Education Program from existing competitor programs. Recommendations to ensure that BSU's Ph.D. in Nursing Education Program is seen on the same level of legitimacy as existing programs.

Program Development Recommendations

- a. Program should require between 48-52 credits to complete. Each program profiled offered roughly this number of credits to complete.
 - i. *This recommendation will not be implemented as the COMAR regulations state a minimum of 60 credits for a doctoral degree.*
- b. Program should require 15-20 courses to complete. Each course should award 3-4 credits.
 - i. *This recommendation will be adopted to have courses that are three-four credits except for the dissertation courses that will be five credits.*
- c. Program should require a dissertation as a completion requirement. This is a feature that all programs profiled offered (except Capella which required a doctoral project as part of a practicum). Note that those who enroll in this type of program would expect the doctoral requirement and it may be an item sought by potential employers upon completion.
 - i. *This recommendation will be adopted. The PhD program will have a dissertation as a completion requirement.*
- d. Scholarship opportunities should be offered. Each of the programs profiled offers a scholarship opportunity.
 - i. *Students will be offered scholarships through Title III funds, and they could also serve as a graduate assistant that has tuition and fees paid.*
- e. If offering this program in a classroom-based format, the program should have a graduate assistantship opportunity. Each program profiled with a classroom-based option offered a graduate assistantship.
 - i. *This recommendation will be adopted.*
- f. BSU could collect fees in addition to tuition. Each program profiled requires additional fees.
 - i. *This recommendation will be adopted.*
- g. The Ph.D. in Nursing Education program should allow students to transfer previously earned credits to the program, a feature offered by several profiled programs.
 - i. *Transferability of courses will be evaluated and awarded according to the similarities of the course descriptions and outcomes.*
- h. BSU should not require standardized testing to enter the program. Among the programs profiled, only one requires standardized testing.
 - i. *The use of standardized tests for admissions will not be required. This recommendation is adopted.*

In addition, BSU should offer program features that differentiate it from currently offered programs. These differentiated features may include:

- a. The pricing model should compete with Morgan State University. Morgan State was the least expensive option at \$455 per credit for Maryland residents and \$894 per credit for non-residents. Note, however, that Morgan State does require a fee of \$81 per credit, which is higher than other competitors other than George Mason.
 - i. *The tuition rates will be dictated by the university. Adoption of this recommendation will not be accepted.*
- b. BSU should consider offering a stipend or some other income supplement for students. Many students may have to reduce work hours or leave the workforce entirely to complete this program. Some sort of stipend or income supplement may defray this income loss. Note that this can come in the form of a graduate assistantship, teaching assistantship, or a contract in which a student would become, at least, adjunct faculty for several years upon completing the Ph.D. program. This would also be useful for attracting any current BSU faculty or staff who may be interested in enrolling in the PhD program.

- i. *Funding for stipends will need a funding source. This recommendation may not be accepted. If a student serves as a graduate assistant, tuition, stipend, and research funding will be available.*
- c. BSU should include an internship or practicum opportunity. Only two other institutions require this activity. This may be attractive as it will allow for citing experience on a resume once completing the program.
 - i. *This recommendation will be adopted as a strategy to support ease of transition to the role of a faculty member with teaching, service, and research.*
- d. Dependent upon cohort or class sizes, BSU should allow for concentrations within the Ph.D. program. While competitor programs include elective courses, no program profiled allowed students to focus on a particular area within the nursing program. Note, this would include offering electives, as all but two of the profiled programs require.
 - i. *Elective courses will be adopted into the curriculum to offer flexibility with evolution in academic and nursing education.*
- e. Depending upon cohort or class size, BSU should offer program starting dates in the fall, spring, and summer. This would allow Bowie to offer more “starts” than the majority of the competing programs, while allowing students more opportunities to begin their program and complete their studies sooner.
 - i. *Frequency of start terms is key to supporting consistent enrollment. This recommendation will be adopted.*
- f. BSU should offer accelerated study. Currently, only Hampton and Capella offer this feature. As students seek to complete their studies as quickly as possible; this would differentiate the program and allow students this opportunity.
 - i. *This recommendation will be adopted. Courses will be offered during all available semester sessions: fall, winter, spring, and summer.*
- g. BSU should offer this program in multiple formats: Online, Hybrid, and Classroom (and possibly low residency if needed for online/hybrid). These formats should be offered in a “flex” option in which students would be able to select their study format as needed – students could attend in person, watch a “live” course as it is recorded, or watch a recording as needed. This will set the BSU program apart from others, as only George Mason has multiple formats, and no competitor program offers a format option such as this.
 - i. *These multiple formats will be utilized, and residencies will be incorporated to support students at the start of the program, upon reaching the comprehensive exam, and the three phases of the dissertation (proposal approval, completion of literature review/ IRB approval; conduct the research; defend the dissertation).*
- h. If possible, BSU should offer assistantships to Ph.D. Nursing students who enroll in distance or hybrid formats (and despite the flex option - do not intend to come to campus). These students can still complete teaching assistant or other duties or assignments from a distance. The only programs profiled that offered these teaching assistant opportunities offered classroom or hybrid options. As such, this would be a major differentiating factor for students seeking online study.
 - i. *This recommendation will not be accepted; students will need some engagement with faculty and other students in the cohort. This program will not be fully offered online.*
- i. BSU should offer a master’s and PhD combined program that would allow a student to enter with a bachelor’s degree. This would level the program with only George Mason University which offers this option and differentiate the program from the other existing programs profiled.
 - i. *This recommendation will be adopted. Pathways that reduce time and associated costs are key to support increasing the number of nursing faculty to combat the shortage.*

Table 4: Summary of Similarities and Differences Between the proposed PhD in Nursing Education Program at BSU and Similar Programs at Other Institutions

Institution	Program Name	Similarities	Differences
Johns Hopkins University	PhD in Nursing	Prepares students for academic roles and leadership in nursing.	Focuses on nursing research and healthcare systems rather than teaching methodologies.
Hampton University	PhD in Nursing	Focus on leadership , nursing education , and health disparities .	Broader focus, including research and policy ; less emphasis on teaching pedagogy compared to the proposed PhD program.
Morgan State University	PhD in Nursing	Prepares students for leadership in nursing education , policy , and research .	More focused on research and policy than teaching methodologies , which distinguishes the proposed PhD program nursing education focus .
Coppin State University	DNP in Nursing	Prepares students for advanced clinical practice and leadership roles .	The DNP is a practice-focused doctorate , aimed at clinical roles rather than academic careers in nursing education .
University of Maryland, Baltimore	PhD in Nursing	Prepares nurse educators with leadership skills for academic and policy roles.	Research-heavy program with a focus on nursing science , while the proposed PhD program focuses on nursing education .
George Mason University	PhD in Nursing	Focuses on leadership and academic roles in nursing education.	Emphasizes healthcare research and systems policy , rather than pedagogy and teaching strategies .
Capella University	PhD in Nursing Education	Focuses on nursing education , curriculum development , and teaching methods .	Entirely online program, compared to the potential for hybrid or in-person offerings in the proposed program.
Towson University	No PhD in Nursing Education	Offers advanced nursing programs at the graduate level.	No doctoral program in nursing or nursing education .
Notre Dame of Maryland University	PhD in Education (Nursing Focus)	Prepares nurse educators with a focus on education leadership .	More general education-focused , with nursing as a specialization, unlike the proposed PhD program's nursing education focus .

Howard University	DNP in Nursing	Prepares students for advanced clinical practice and leadership in healthcare.	Like Coppin, Howard's DNP is practice-focused , preparing nurse practitioners rather than nurse educators .
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The summary of similarities and differences identify key insights of the unique focus of the proposed PhD in Nursing Education at BSU as a more targeted approach to developing nurse educators compared to the broader research or clinical leadership goals of similar programs.

Key Insights:

- **Similarities:** Many programs prepare students for leadership and academic roles in nursing, aligning with the goals of the BSU DON's proposed Ph.D. in Nursing Education Program.
- **Differences:** Most programs have a broader focus on nursing research, healthcare systems, or policy, while the proposed Ph.D. in Nursing Education Program would focus exclusively on nursing education pedagogy and teaching methodologies.
- The proposed PhD in Nursing Education Program would fill a unique niche in the region by offering a specific doctoral curriculum in nursing education to help meet the growing demand for nurse educators in Maryland.

2. Provide justification for the proposed program.

The proposed Ph.D. in Nursing Education Program in PG County, Maryland, is both timely and essential due to the growing demand for qualified nurse educators, especially in the face of a national nursing shortage. Several key factors provide strong justification for this program:

a) Nurse Faculty Shortage

There is a well-documented shortage of nursing faculty nationwide, and Maryland is no exception. According to the AACN, thousands of qualified applicants to nursing programs are turned away annually due to insufficient faculty. For example, in 2022, AACN reported that 8.1% of faculty positions were vacant across nursing schools in the U.S., and Maryland is similarly affected (AACN, 2024; HHS, 2017). This shortage directly impacts the capacity of nursing programs to train future nurses, making it crucial to increase the number of qualified educators.

b) Workforce Projections

The demand for nurses is expected to grow by 9% between 2020 and 2030, according to the U.S. Bureau of Labor Statistics. However, the retirement of experienced faculty and nursing educators compounds the challenge. A Ph.D. program specifically focused on nursing education would address this gap by preparing nurse educators capable of training the next generation of nurses (AACN, 2024; HHS, 2017).

c) Regional Needs and Workforce Development

In Prince George's County and the surrounding regions, there is an increasing need for nurses to serve in both clinical and educational roles. Many nearby institutions (i.e., Coppin State, Howard University) offer DNP programs, which focus on clinical practice,

but few provide Ph.D. programs specifically targeting the preparation of nursing educators. This program would fill an important mission by producing educators who can serve in academic settings, especially at Historically Black Colleges and Universities (HBCUs) and institutions with underserved populations (MD Department of Labor 202; HHS, 2017).

d) **Support for Advancing Educational Research**

Nursing education has become an increasingly specialized field, requiring evidence-based teaching strategies, curriculum development expertise, and leadership skills. A Ph.D. program focused on nursing education would not only prepare nursing educators for faculty roles but also contribute to advancing the field through research on pedagogy and education methodologies.

e) **Alignment with National Standards**

The proposed Ph.D. program aligns with the national push for higher standards in nursing education. Organizations like the National League for Nursing (NLN) and the AACN emphasize the importance of advancing educational qualifications for nurse educators. A Ph.D. program would meet these higher standards, ensuring that nurse educators are well- equipped to lead in academia (NLN, 202; AACN, 2024).

f) **Local Employment Opportunities**

In Maryland, many universities and colleges are expanding their nursing programs to meet workforce demands. However, they are limited by the availability of qualified faculty. A Ph.D. program in nursing education would create a direct pipeline of qualified nurse educators who can assume faculty positions within local institutions, alleviating this bottleneck and ensuring the continued expansion of nursing programs in the region (HHS, 2017)

g) **Diversity and Inclusivity**

A Ph.D. in Nursing Education program located in PG County, which is home to a large African American and minority population, would help diversify the academic workforce. Increasing diversity among nurse educators is essential to better reflect the patient population and contribute to culturally competent care and education. The Ph.D. in Nursing Education would address a critical need for more qualified nursing educators, contribute to workforce development in Maryland, and support the advancement of nursing education research. This program would ultimately help alleviate the nursing shortage by increasing the capacity of nursing schools and improving educational outcomes for future nurses.

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

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

The proposed Ph.D. in Nursing Education program can greatly impact high-demand programs at Historically Black Institutions (HBIs), particularly in areas such as healthcare, nursing, and education. HBIs play a critical role in educating African American students in these fields. The Ph.D. in Nursing Education Program at BSU would help ensure their continued leadership in producing qualified graduates by:

- **Addressing Faculty Shortages:** Many HBI nursing programs face challenges due to a shortage of qualified faculty. By creating more nurse educators through a Ph.D. program, these institutions will be better equipped to meet the demands for nursing professionals. This could, in turn, allow HBIs to increase their student enrollment capacity, reduce waitlists, and meet the healthcare industry's needs (MD Department of Labor, 202; HHS, 2017).
- **Supporting Growth in Healthcare Programs:** The healthcare sector is experiencing rapid growth, and there is a significant demand for nurses and nurse educators. HBIs with strong healthcare programs, such as Howard University and Coppin State University, could benefit from the Ph.D. in Nursing Education program by having access to a local pipeline of well-trained faculty. This will help maintain and expand high-demand nursing and healthcare programs at these institutions (HHS, 2017).
- **Contributing to Workforce Development:** HBIs often serve as a bridge between underserved communities and higher education. A Ph.D. in Nursing Education would allow these institutions to expand their role in workforce development, preparing more African American nurse educators to lead the next generation of nurses in both academic and clinical settings. This would be essential for maintaining the pipeline of minority nurses entering the workforce, addressing disparities in healthcare access and outcomes (AACN, 2024).

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

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

HBIs have a unique mission to serve African American students and contribute to the educational and professional development of minority populations. The proposed Ph.D. in Nursing Education program aligns with this mission in several keyways:

- a. **Advancing the HBI Mission:** One of the core missions of HBIs is to provide educational access and leadership opportunities for historically underrepresented groups. A Ph.D. program in Nursing Education would directly support this mission by training more African American nurse educators, who are underrepresented in nursing faculties nationwide. This enhances the capacity of HBIs to serve as centers for educational excellence while addressing systemic inequities in both nursing education and healthcare (HHS, 2017).
- b. **Enhancing Institutional Identity:** Many HBIs have established reputations for producing leaders in education and healthcare. A Ph.D. in Nursing Education program at BSU would reinforce this identity by making these historically black institutions hubs for educator preparation. Graduates from this program could contribute to the broader national dialogue on healthcare education while reinforcing the unique contributions of HBIs to the nursing profession.
- c. **Strengthening Cultural Competency:** The program would also enhance the cultural relevance of nursing education by preparing educators who are better equipped to understand and address the healthcare needs of diverse populations. This aligns with the mission of BSU to address health disparities and provide culturally competent care to minority populations, a key differentiator for HBIs.

- d. BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD education to professional nurses in the county. BSU has the advantage of producing primarily African American faculty and nurses who will serve as role models to aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland.

The Ph.D. in Nursing Education Program at BSU would significantly benefit HBIs by addressing faculty shortages in high demand nursing programs, strengthening workforce development, and enhancing the unique identity and mission of these institutions as leaders in minority education and healthcare equity. By producing more nurse educators from underrepresented backgrounds, this program would support both the institutional missions of HBIs and the healthcare needs of underserved communities.

G. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

The purpose of the PhD-NE Program is to develop nursing scholars as faculty, researchers, and leaders who will teach and engage in scholarship that preserves the traditions and legacy of the nursing profession. Nurse educators are integral to maintaining the standards and quality of a body of scientific knowledge related to the health of individuals, families, and communities locally, nationally, and globally. The PhD in Nursing Education Program provides opportunities for students to develop original research that advances the body of knowledge in nursing education. The PhD in Nursing Education Program facilitates academic excellence by creating and empowering a diverse population of students to reach their potential by cultivating doctoral-prepared nurse scholars for nursing education, research, leadership, and service. The program will maintain high graduation rates, scholarly productivity, and employment outcomes consistent with ACEN expectations for doctoral programs.

2. Describe the educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

PhD in Nursing Education Program Outcomes:

1. Program Completion Rates

- a. At least 80% of students admitted to the PhD in Nursing Education program will successfully complete all program requirements within seven years of initial enrollment.
- b. Maintain a retention rate of 85% or higher, (reflecting student satisfaction, mentorship effectiveness, and academic support).

2. Graduate Employment Rates

- a. Within 12 months of graduation, 90% of program graduates will obtain employment in roles aligned with their doctoral preparation in scholarship, teaching, and service, contributing to the advancement of nursing education and leadership in academia or healthcare systems (e.g., nursing faculty, academic leadership, research, or policy positions).

3. Curriculum Effectiveness

- a. 90% of graduates will report that the curriculum effectively prepared them to integrate theoretical knowledge, research methods, and pedagogical strategies in their professional roles
- b. Ongoing curriculum evaluation (faculty, student, and alumni feedback) will inform continuous improvement in alignment with national nursing education standards and emerging trends in healthcare and academia.

The End of Program Student Learning Outcomes for the PhD in Nursing Education program are: Upon completion of the program, graduates will be able to:

1. Role Specific Competencies

- a. Exhibit advanced expertise in nursing education, including curriculum design, instructional innovation, and assessment of learning outcomes.
- b. Conduct original research that contributes to the body of knowledge in nursing education and informs evidence-based teaching and practice.
- c. Exemplify ethical, culturally responsive, and socially responsible scholarship that uphold the values of nursing and higher education.
- d. Generate knowledge that will inform and advance the science of nursing education through interdisciplinary teaching, service, and scholarship.
- e. Integrate theoretical knowledge and research methodologies to design, conduct, and disseminate original studies.
- f. Demonstrate leadership in the role of a nurse educator and scholar by promoting culturally responsive, evidence-based innovations in academic and healthcare settings.
- g. Integrate informatics and emerging technologies into nursing education to enhance teaching, learning, and assessment.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

The PhD in Nursing Education will incorporate a comprehensive and rigorous curriculum to ensure the success of students in the PhD program. Full-time students will attend three 16-week semesters for three years, two summer sessions, and will end with the Dissertation Oral Defense and Approval, completing a total of 60 credits. Students will have up to 7 years to complete the program. The program will span nine semesters over three years.

According to the Code of Maryland Regulations (COMAR), “An institution may award a doctoral degree for the highest level of formal collegiate study in a field, typically requiring successful completion of at least 60 credit hours or the equivalent at the graduate level, including completion of a dissertation, final project, or another form of culminating academic work” (COMAR, 2021). The BSU DON strategy will be to graduate as many PhD scholars as expeditiously as possible while producing future scholars.

Giordano et al. (2023) conducted a research study at extremely high research-intensive universities and found that 73.3% of the universities had a median of 60 credit hours to complete a three-year PhD program. The BSU DON PhD nursing program will follow this example. Fang

and Zhan (2021) found that eighty-four percent of the universities mandated year-round enrollment. The BSU DON will also mandate year-round enrollment in the full-time BSU DON PhD program. Additionally, the program will offer hybrid courses and require students to attend in-person sessions and events throughout their matriculation to leverage the benefits of in-person interactions in exchanging ideas and receiving guidance through academic coaching by doctoral-prepared faculty. The residency sessions will be mandatory in-person attendance.

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

The course scheme, program progression plans, and course descriptions are provided in *Appendices A-C*.

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

General education requirements are not applicable for the PhD in Nursing Education Program.

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

There is no specialized accreditation or graduate certification requirements for this program and its students.

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

There are no contracts with other institutions of non-collegiate organizations.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course, and degree requirements, nature of the faculty / staff interactions, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

The proposed program is committed to providing students with clear, complete, and timely information regarding all aspects of their academic journey. To ensure transparency and accessibility, the following measures will be implemented:

a. Curriculum, Course, and Degree Requirements

Students will receive a comprehensive Program Handbook detailing all courses, prerequisites, and sequencing. An online Degree Audit Tool will allow students to monitor progress toward graduation, and Sample Plans of Study will be available for both full-time and part-time pathways.

b. Faculty and Staff Interactions

A publicly accessible Faculty Directory will include contact information, office hours, and research interests. Each student will be assigned an academic advisor under a structured Advising Model, with

mandatory advising sessions scheduled. Virtual Office Hours will be offered to accommodate remote learners.

c. Technology Competence and Skills

Students will complete Orientation Modules covering essential technology skills, including LMS navigation and file submission. A Tech Readiness Checklist will help students self-assess their preparedness before classes begin.

d. Technical Equipment Requirements

A Minimum Specifications Document will outline hardware and software requirements. For students with limited access, a Loaner Program will provide laptops.

e. Learning Management System (LMS)

The program will provide LMS Training Videos and maintain a dedicated Help Desk Support channel for troubleshooting and assistance.

f. Academic Support Services

Students will have access to Virtual Tutoring, Writing Center consultations, and Library Resources, including digital databases and research guides.

g. Financial Aid Resources

A Financial Aid Portal will provide real-time updates on applications. Students can explore funding opportunities through a Scholarship Database and attend Workshops/Webinars on FAFSA, budgeting, and payment plans.

h. Costs and Payment Policies

The program will publish a Transparent Cost Breakdown of tuition, fees, and estimated living expenses. Flexible Payment Plan Options and a clearly defined Refund Policy will be communicated to all students.

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

The institution affirms that all advertising, recruiting, and admissions materials related to the proposed program will clearly, accurately, and consistently represent the program and the services available to students. This commitment ensures transparency and compliance with applicable accreditation and regulatory standards.

Key Measures to Ensure Compliance:

a. Accuracy of Program Information

- All published materials will include the official program title, credential awarded, duration, and delivery format (e.g., online, hybrid, on-campus).
- Descriptions of curriculum, learning outcomes, and career pathways will be verified by academic leadership prior to publication.

b. Truthful Representation of Services

- Student support services (academic advising, tutoring, career counseling, and technology support) will be described accurately, including any limitations or eligibility requirements.

- Financial aid and scholarship information will be presented in accordance with institutional and federal guidelines.
- c. Review and Approval Process
 - A formal review process will be implemented for all marketing and admissions materials, involving the Department Chair and Compliance Office.
 - Materials will be audited annually to ensure continued accuracy and alignment with program updates.
- d. Evidence of Compliance
 - Copies of all advertising and recruiting materials will be archived for reference and audit purposes.
 - Documentation of review and approval (e.g., sign-off forms, meeting minutes) will be maintained as evidence of compliance.
- e. Training for Staff and Recruiters
 - Admissions and recruiting personnel will receive training on ethical communication and accurate representation of program details.
 - Regular refreshers will be scheduled to address updates or changes in program offerings.

Commitment to Transparency:

The institution will ensure that prospective students receive complete and truthful information, enabling informed decision-making and fostering trust in the educational process.

H. Adequacy of Articulation

- a. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found here.**

There are no articulation agreements, not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

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

In addition to students, the nursing faculty will be one of the major determining factors of program success. The DON employs eight PhD nursing faculty who positively impact the nursing programs. Two of the PhD faculty currently hold positions that preclude any teaching responsibilities (i.e., BSU DON chair and undergraduate nursing program coordinator). The remaining six PhD faculty teach in the undergraduate program. The three new PhD faculty hired using grant funds will be responsible for developing the curriculum and teaching. Other BSU DON faculty will collaborate with the three PhD faculty to lay the foundation for establishing and maintaining the PhD program.

With leadership from the Graduate Program Coordinator, BSU DON faculty responsibilities will include the following:

- Academic coaching – every student will be assigned a personal academic coach with whom he/she will meet monthly for at least one hour. PhD faculty will serve as academic coaches.
- Curriculum Development and Improvement – the three new PhD faculty and a consultant will develop a curriculum focused on nurse education.
- Professional Development – the BSU DON strategy will be to develop a professional development plan for all faculty and ensure the plan is implemented and faculty are provided resources to complete the milestones on the plan.
- Research – PhD faculty will continue research in their expertise and seek opportunities to disseminate their work.
- Student and Faculty Recruitment - To identify PhD faculty, the BSU DON faculty will tap into their network to find high-quality candidates for the PhD faculty positions. For example, the undergraduate program has several MSN part-time faculty who have expressed interest in obtaining a PhD. The BSU DON will also ensure potential new faculty are aware of programs such as the NSP II New Nursing Faculty Fellowships (NNFF) program. The NNFF allows the Nursing Chair to “nominate an unlimited number of newly hired full-time faculty members for fellowships. These fellowships assist Maryland nursing programs in recruiting and retaining new nursing faculty to produce the additional nursing graduates required by Maryland’s hospitals and health systems” (NSP, 2022).
- Teaching – PhD and EdD faculty with at least three years of experience will teach in the PhD program.

Faculty education levels and FTEs are indicated in table 5. As summary list of faculty and courses to be taught are indication in table 6.

Table 5: Faculty education levels and FTEs

BSU Nursing Faculty As of September 12, 2025	Equivalents (Total FTEs)		
	Full- Time	Part- Time	Total Number
Nursing Faculty with PhD in Nursing	4	0	4
Nursing Faculty with PhD – Other	3	1	4
Nursing Faculty with DNP	7	9	16
Nursing Faculty with EdD	1	1	2
Nursing Faculty with MSN	1	15	16

Table 6: List of faculty and courses to be taught in the Ph.D. Nursing Education Program

Name	Appointment Type & Rank	Terminal Degree	Field	Status	Courses to be taught
Juliana Agubokwu	Tenured; Assistant Professor	Ph.D.	Public Health	Full Time	NURS 863 Assessment, Measurement, & Evaluation in Nursing Education NURS 866 Qualitative Research Methodology

Euwanna Heard	Assistant Professor	Ed.D	Higher Education and Adult Learning	Full Time	NURS 810 Historical and Philosophical Influences on Nursing Practice and Nursing Education NURS 865 Quantitative Research Methodology
Kiyan McCormick	Assistant Professor	Ph.D.	Nursing	Full Time	NURS 861 Emerging Pedagogies in Nursing Education NURS 867 Mixed Methods Research Designs in Nursing Education
Cordelia Obizoba	Tenured; Associate Professor	Ph.D.	Education with a Specialization in Nursing Education		NURS 811 Research for Evidence Based Practice NURS 864 Research Proposal Development for the Nurse Educator
Tabita Robinson	Assistant Professor	Ph.D.	Nursing Education	Full-time	NURS 805 Grant Writing and Publication
					NURS 807 Research, Issues, and Trends in Nursing Education
Paula Sutton	Assistant Professor	Ph.D.	Nursing Education	Full Time	NURS 808 Teaching Nursing Online NURS 812 Leadership, Ethics, and Policy in Nursing NURS 860 Role of Nurse Educator as Scholar

Sharon Wilks	Assistant Professor	Ph.D.	Education with a Specialization in Nursing Education	Full Time	NURS 806 Measurement and Instrumentation Methods in Nursing Education NURS 813 Theory Development in Nursing NURS 862 Curriculum, Instruction, and Evaluation in Nursing Education
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Faculty and Courses assignment to be determined:

- NURS 815 Advanced Statistics I for Nurses
- NURS 816 Advanced Statistics II for Nurses
- NURS 868 Advanced Quantitative Research Designs and Methods in Nursing Education
- NURS 869 Advanced Qualitative Research Methods and Designs in Nursing Education
- NURS 870 Dissertation Planning
- NURS 871 Dissertation Development I NURS 872 Dissertation Development II

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

- a) Pedagogy that meets the needs of the students
- b) The learning management system
- c) Evidenced-based best practices for distance education, if distance education is offered.

Ongoing Pedagogy Training Implementation Plan

Phase	Timeline	Actions	Responsible Parties	Measurable Outcomes
Phase 1: Planning & Infrastructure	Months 1–3	- Conduct needs assessment - Allocate budget for training	Department Chair	- Needs assessment completed - Budget approved
Phase 2: Core Training Programs	Months 4–12	- Monthly workshops on inclusive pedagogy, active learning	Department Chair	- 100% faculty attend one workshop per semester

Phase 3: Continuous Support & Mentorship	Year 2 onward	- Implement peer observation program - Pair new hybrid instructors with mentors	Department Chairs	- 100% faculty participate in Peer observation
Phase 4: Evaluation & Continuous Improvement	Annual	- Collect student success metrics - Conduct faculty satisfaction surveys - Update training content based on best practices	Evaluation Committee Department Chair	- Training programs adjusted based on data

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Thurgood Marshall Library is in the center of the BSU campus. It enhances the mission of BSU by developing, selecting, acquiring, and organizing print, electronic, audio-visual resources, and equipment to support PhD students. The library maintains a growing collection of over 280,000 volumes of resources (physical and electronic), over 700 academic subscription journals, an electronic portal (Research Port) to over 70 databases, and experienced staff, including reference librarians.

The library promotes information literacy education by collaborating with the University faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information. The Thurgood Marshall Library is a member of the University System of Maryland and Affiliated Institutions (USMAI), strengthening the resource base for all users. As a member of USMAI, Bowie State University also has access to the collections of thirteen university libraries in the state of Maryland. In addition to borrowing privileges, the Marshall Library also offers ILL (Interlibrary Loan). Materials not available within USMAI can be requested through interlibrary loan, a nationwide resource for library users. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to interlibrary loan services, which is a resource sharing system, for materials not available within the USMAI. The library's physical and digital collection of books and resources are appropriate for the PhD program. This collection is presently serviceable for the instructional and research expectations upon this program's majors. The library is receptive to collections and scholarly resources requested by DON faculty to support students in the PhD program.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces

for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The DON is located on the second floor of the [CNSMN](#) building. CNSMN also houses the Department of Natural Sciences and the Department of Mathematics. The DON space in the CNSMN building consists of smart classrooms, a nursing skills laboratory, the Simulation Resource Center, and the Nursing Student Success Center. There are student lounges, individual study rooms on the first floor, and vending machines on two levels. Public restrooms are located on each floor of the CNSMN building. The building is ADA accessible with ramps, nearby parking for people with disabilities, elevators, and campus transportation from the parking lot to the facility upon request. Nursing courses are taught in CNSMN ([CNSMN](#)). There are DON-dedicated classrooms in the CNSMN, including a hyflex capability classroom, to support the hybrid teaching/learning environment.

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

BSU DON affirms its commitment to providing all students enrolled in distance education programs and faculty teaching these courses with reliable and secure access to essential communication and learning technologies.

Specifically:

- a. Institutional Electronic Mailing System
All students and faculty are assigned an official institutional email account upon enrollment or appointment. This system serves as the primary channel for academic and administrative communication. Access is available through secure web and mobile platforms, and technical support is provided by the institution's IT Helpdesk.
- b. Learning Management System (LMS)
The institution utilizes Blackboard, a robust and fully supported platform designed to facilitate online teaching and learning. The LMS includes features such as course content delivery, discussion forums, assignment submission, and integrated communication tools. Students and faculty receive login credentials automatically upon enrollment or course assignment. Comprehensive technical support, including 24/7 helpdesk services, user guides, and training resources, ensures uninterrupted access and effective use of the LMS.

Commitment to Accessibility and Security

Both systems comply with applicable accessibility standards (e.g., ADA) and institutional data security policies to protect user information and maintain continuity of service.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the courses of those funds.**

Table 7 projects program resources for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funding is supporting the first four years of the grants as it relates to salary and benefits.

Resource Categories	FY26	FY27	FY28	FY29	FY30
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ² (c + g below)	\$ 74,640	\$ 230,400	\$ 554,400	\$ 734,400	\$ 756,000
a. Number of F/T Students	5	15	35	45	45
b. Annual Tuition/Fee Rate ⁴	\$ 14,928	\$ 15,360	\$ 15,840	\$ 16,320	\$ 16,800
c. Total F/T Revenue (a x b)	\$ 74,640	\$ 225,000	\$ 537,600	\$ 591,300	\$ 591,300
d. Number of P/T Students	\$ -	\$ -	\$ -	\$ -	
e. Credit Hour Rate ⁵	\$ 622	\$ 640	\$ 660	\$ 680	\$ 700
f. Annual Credit Hour Rate (24 credits)	\$ 14,928	\$ 15,360	\$ 15,840	\$ 16,320	\$ 16,800
g. Total P/T Revenue (d x e x f)	\$ -	\$ -	\$ -	\$ -	
3. Grants, Contracts & Other External Sources ³	\$ 551,811	\$ 555,033	\$ 571,699	\$ 588,862	0
4. Other Sources	\$ -	\$ -	\$ -	\$ -	
TOTAL (Add 1 – 4)	\$ 74,640	\$ 230,400	\$ 554,400	\$ 734,400	756000
	+	+	+	+	+
	\$ 551,811	\$ 555,033	\$ 571,699	\$ 588,862	0
	\$ 626,451	\$ 785,433	\$ 1,126,099	\$ 1,323,262	\$ 756,000

2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Table 8 projects program expenditures for full-time students for the initial five-year period. The DON estimates that five new full-time students will be enrolled in the first year, and ten new full-time students will be enrolled in the proceeding academic year (fall and spring semesters) over a four-year period for a maximum of forty-five students enrolled by years four and five with five graduates in FY 2029 and 2030. Nurse Support II grant funds support the budget for the PhD -NE program years 1-4. Although most of the faculty, support staff, equipment, and facilities are in place, the DON anticipates that the new Ph.D. in Nursing Education Program will require three new full-time

faculty to teach in the Ph.D. program and three full-time faculty to teach in the undergraduate nursing program as current qualified faculty teaching in the undergraduate nursing program are assigned to teach in the Ph.D. program.

PROGRAM EXPENDITURES					
Expenditure Categories	FY26	FY27	FY28	FY29	FY 30
1. Faculty (b + c below)	\$ 492,357	\$ 507,118	\$ 522,341	\$ 538,010	\$ 554,152
a. Number of FTE	3	3	3	3	3
b. Total Salary ¹	\$ 420,818	\$ 433,433	\$ 446,445	\$ 459,838	\$ 473,633
c. Total Benefits ²	\$ 71,539	\$ 73,685	\$ 75,896	\$ 78,172	\$ 80,518
2. Admin. Staff (b + c below)	\$ 78,084	\$ 80,427	\$ 82,839	\$ 85,323	\$ 87,882
a. Number of FTE	1	1	1	1	1
b. Total Salary ³	\$ 58,710	\$ 60,471	\$ 62,285	\$ 64,153	\$ 66,077
c. Total Benefits ⁴	\$ 19,374	\$ 19,956	\$ 20,554	\$ 21,170	\$ 21,805
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment ⁵	\$ 15,000.00	\$ 18,750.00	\$ 23,438.00	\$ 29,297.00	\$ 36,621
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0

7. Other Expenses (Mandatory Dissemination Activities)	\$ 6,065	\$ 6,259	\$ 6,459	\$ 6,662	0
Indirect Grant costs	\$ 40,875	\$ 41,114	\$ 42,348	\$ 43,619	0
TOTAL (Add 1 – 7)	\$ 632,381	\$ 653,668	\$ 677,425	\$ 702,911	\$ 678,655

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**
- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost effectiveness.**

The BSU DON will obtain needed approvals for the program and curriculum and establish change-management processes for updating the PhD program curriculum and policies. The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The SPE will also track employment rates after graduation, retention, and alumni satisfaction rates. Other evaluation tools, including student evaluation surveys and end-of-course evaluation summaries, will also be utilized.

The BSU DON will develop end-of-program-student-learning outcomes (EPSLOs) and establish a Systematic Plan of Evaluation (SPE) to monitor the achievement of the EPSLOs by the students. The BSU DON will evaluate the PhD program using a Systematic Plan of Evaluation (SPE) following the same processes that the BSU DON uses to evaluate the Baccalaureate and MSN nursing program. The PhD SPE will be a comprehensive assessment tool emphasizing the ongoing assessment and evaluation of each EPSLO and program outcomes. The SPE will be used in program decision-making and updated whenever changes are made to the PhD nursing curriculum.

PhD faculty will review the SPE monthly at the Graduate Curriculum Committee (GCC) meetings focusing on a different EPSLO at each meeting to ensure data are consistently analyzed and used in program decision-making. The faculty will discuss and focus on actions regarding the end-of-course evaluation reports and academic progression plans to document and analyze the students' level of achievement for the SPE. Faculty will make suggestions and implement curriculum changes based on the data analysis to ensure ongoing assessment of the extent to which students attain the EPSLOs. The ongoing assessment will be used in program decision-making program to maintain and improve students' attainment of the EPSLOs.

Throughout the academic year, the EPSLOs for the program will be measured using various methodologies. The GCC will use a Total Program Evaluation (TPE) calendar that outlines the frequency of measuring all aspects of the program. The PhD program has an evaluation process for didactic and practicum courses. The end-of-the-course evaluation tool will be reviewed and updated based on the Total Program Evaluation (TPE) calendar. Student advisement regarding academic performance and progression status will be conducted throughout the semester. The BSU DON contracted with *Skyfactor* Benchworks™ to develop and send surveys to BSU PhD students and alumni. The survey includes a section for collecting data on students' analysis of the program's EPSLOs, program satisfaction, and job placement. The BSU DON will distribute the survey to students after program completion and to PhD alumni who have completed the program.

As part of the SPE, the PhD program will measure program completion rates and job placement rates as significant evaluation components for assessing program outcome success and influencing program decision-making.

In addition to the SPE, student evaluation surveys and end-of-course evaluation summaries will also be utilized. The BSU DON will also use annual reports to MBON, ACEN, and NSP II to evaluate the program. These annual reports include data such as demographic data and foundational program information. Interim and final reports will include the proposed/actual outcomes table and a section on Mandatory Dissemination Activities with a discussion on the impact of these activities in meeting goals.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

As Maryland's first historically Black institution, Bowie State University is committed to providing high quality higher education to African Americans and other underrepresented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024

Strategic Plan supports student achievement and long-term viability of the institution and aligns with the goals in the *2022 Maryland State Plan for Postsecondary Education*. Specifically, Bowie State University continues to:

- Engage in a continuous improvement process to ensure that institutional policies and practices support student success.
- Provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion.
- Partner with business, government, and other institutions to support workforce development and
- Graduate readiness.
- Expand support for grant participation and research.
- Bowie State faculty, staff, students, and administrators are engaging in changing management strategies and embracing experimentation so that we can better meet the holistic needs of our students.

To maximize the chance for success in establishing the first BSU PhD program, the DON hired a consultant to determine the feasibility of BSU playing a significant role in producing PhD- prepared nurse educators, specifically PhD nurse educators. The consultant's findings validated the need for the PhD program. The feasibility study noted that BSU will be able to provide a nursing education focus that the other universities in the feasibility study do not yet offer. (Education Dynamics, 2022, p. 12). The study demonstrated that BSU is the only HBCU in one of the wealthiest majority black counties in Maryland, and as such, is uniquely positioned to provide PhD educations to professional nurses in the county. BSU has the advantage of producing primarily African American faculty and nurses who will serve as role models to aspiring nurses and faculty, and aid in closing the gaps in health equity disparities in Maryland. Charting a Path to Achieve Health Equity (2021) states that "Increasing the number of nurses with PhD degrees who focus on the connections among social determinants of health, health disparities, health equity, and overall health and well- being will build the evidence base in this area" (p. 21).

The BSU DON will recruit students from the BSU MSN program, from part-time faculty who currently teach in the Baccalaureate or MSN program, BSU nursing alumni, and from MSN programs at other universities throughout Maryland. In addition, the BSU DON will employ strategies for recruiting individuals from underrepresented groups, such as men, Hispanics, and international students. With an African American population of over 85%, the BSU DON produces predominantly African American nurses and faculty who serve as role models that attract black students to consider the nursing profession.

Additionally, an increase in black PhD-prepared faculty will increase research in areas that explain and bring awareness to health disparities in the health care system and spur politicians and citizens to act.

The BSU DON will maintain a 1:5 professor-to-student ratio in PhD courses and will address many of the barriers that exist to students graduating from the program. Granner and Ayoola (2021) explain, "barriers include a misunderstanding by students of a PhD education and its impact on population-level health, insufficient funding for students' PhD studies..." (p. 1). Williams et al. (2021) also find that "significant barriers to entering nursing doctoral education included financial constraints, job and family responsibilities, lack of program flexibility and faculty mentoring, and fear of research and the dissertation process" (p. 400). To address these barriers, the DON will implement sustainable strategies that ensure the program is accessible financially and geographically to as many potential students as possible. Student support through mentoring and advisement, as well as communicating the benefits of obtaining a PhD will be critical strategies for addressing the barriers to pursuing a PhD, including retention.

The BSU DON will support equity and inclusion in the PhD program by utilizing best practices to ensure that the curriculum and the overall program consider the needs of historically marginalized students and faculty. Lane and Waldron (2021) have developed "an Equity, Diversity, and Inclusion (EDI) rubric to assess syllabi using a standardized approach along five criteria. The rubric can be adapted to align with the EDI initiatives being

undertaken within institutions that seek to bring about transformational change in the nursing profession and society more broadly” (p. 614). Use of evidence-based tools such as the EDI rubric will be integrated in the PhD program to ensure that equity and inclusion are interwoven with the other nursing discipline concepts.

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

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

This new program has no relationship with a low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

The PhD program will be a hybrid program.

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APPENDIX A

Course Schema for Doctor of Philosophy (PhD) in Nursing Education Degree

PhD in Nursing Education Core Courses

Course #	Course Title	Credit Hours
NURS 808	Teaching with Technology Online	3
NURS 810	Historical and Philosophical Influences on Nursing Practice and Nursing Education	3
NURS 811	Theory and Research for Evidenced Based Practice	3
NURS 860	Role of Nurse Educator as Scholar	3
NURS 861	Emerging Issues, Trends, and Pedagogies in Nursing Education	3
NURS 862	Curriculum, Instruction, and Evaluation in Nursing Education	3
NURS 863	Assessment, Measurement, and Evaluation in Nursing Education	3

PhD in Nursing Education Research and Statistics Courses

Course #	Course Title	Credit Hours
NURS 805	Grant Writing and Publication in Nursing	3
NURS 806	Measurement and Instrumentation Methods in Nursing Education	3
NURS 815	Advanced Statistics for Nurses Educators	3
NURS 864	Research Proposal Development for the Nurse Educator	3
NURS 865	Research Methodology: Designs and Methods in Nursing Education	3
NURS 868	Advanced Research Designs and Methods in Nursing Education	3

PhD in Nursing Education Comprehensive Examination

Course #	Course Title	Credit Hours
NURS 899	Nursing PhD Comprehensive Examination	0

PhD in Nursing Education Dissertation Courses

Course #	Course Title	Credit Hours
NURS 870	Dissertation Planning (1 st residency)	5
NURS 871	Dissertation Development I (2 nd residency)	5
NURS 872	Dissertation Development II	5
NURS 873	Dissertation Development III (Oral Defense)	5

APPENDIX B

PhD IN NURSING EDUCATION PROGRESSION PLAN

PhD NE Program Full-Time Progression Plan

First Semester (1) (fall or spring)
NURS 810: Historical and Philosophical Influences on Nursing Education (3)

NURS 811: Theory and Research for Evidence-Based Practice (3) NURS 815: Advanced Statistics for Nurse Educators (3) <i>Total Credit Hours = 9 credits</i>
Second Semester (2) (spring or fall)
NURS 860: Role of the Nurse Educator as Scholar (3) NURS 861: Emerging Pedagogies, Issues and Trends in Nursing Education (3) NURS 862: Curriculum, Instruction and Evaluation in Nursing Education (3) <i>Total Credit Hours = 9 credit</i>
Third Semester (3) (summer)
NURS 808: Teaching with Technology Online (3) (7 weeks) <i>Total Credit Hours = 3</i>
Fourth Semester (4) (fall or spring)
NURS 806: Measurement and Instrumentation Methods in Nursing Education (3) (7 weeks) NURS 865: Research Methodology in Nursing Education (3) NURS 863: Assessment, Measurement, and Evaluation in Nursing Education (3) <i>Total Credit Hours = 9</i>
Fifth Semester (5) (spring or fall)
NURS 805: Grant Writing and Publication (3 credits) (7 weeks) NURS 864: Research Proposal Development for the Nurse Educator (3) NURS 868: Advanced Research Methodology in Nursing Education (3) <i>Total Credit Hours = 9</i>
Sixth Semester (6) (summer)
NURS 870: Dissertation Development I (1st residency/seminar) (6) <i>Total Credit Hours = 6</i>
Seventh Semester (7) (fall or spring)
NURS 871: Dissertation Development II (2 nd Residency/Seminar) (5) NURS 899: Nursing Comprehensive Exam (0) <i>Total Credit Hours = 5</i>
Eighth Semester (8) (spring or fall)
NURS 872: Dissertation Development III (3 rd Residency/Seminar) (5) <i>Total Credit Hours = 5</i>
Ninth Semester (9) (fall or spring)
NURS 873: Dissertation Development IV/Oral Defense (5) <i>Total Credit Hours = 5</i>
<i>Total Program Credit Hours = 60</i>

APPENDIX C
PhD IN NURSING EDUCATION PROGRAM COURSE DESCRIPTIONS

Course	Classification	Course Description
Historical and Philosophical Influences on Nursing Practice and Nursing	Core	This course offers an in-depth exploration of the historical and philosophical foundations that have shaped nursing practice and nursing education. Students will engage in rigorous analysis of key historical events, figures, and movements that have influenced the evolution of the nursing profession and nursing education. The course will focus on major philosophical theories and principles, examining their impact on nursing ethics, patient care, and educational methodologies. This course will provide evidence-based practice principles in the roles of nursing leadership, management, and ethical concepts in relation to practice, education, and administration. Learners will develop knowledge and skills that may be applied as clinical or academic leaders by examining leadership challenges in health care, education, and policy. Doctorate students will explore multiple leadership frameworks to assess their own attributes and areas of development to become skilled leaders in nursing practice or nursing education. Current policies that affect healthcare and nursing education will be examined. Ethical theories and frameworks are reviewed to guide decision-making and public policy determination.
Theory and Research for Evidence-based Practice	Core	This course builds on knowledge and skills developed in graduate nursing research (MSN Level). Emphasis is placed on the translation of research evidence to nursing practice settings including clinicals and academia. Major topics include an overview of the historical development of nursing research, the research process, evidence-based practice, ethical considerations, and strategies used to analyze and synthesize research evidence. Scholarly activities include an integrated literature review and critical appraisal of a published research article. This course explores the philosophical and theoretical frameworks of the discipline of nursing. Emphasis is placed on the critique, evaluation and utilization of theories that guide nursing practice.
Assessment, Measurement, and Evaluation in Nursing Education	Core	This course is focused on testing, measuring, and evaluating student learning to improve the knowledge and skill of the nurse educator in test development. Focus is also focused on assessment and evaluation strategies in the classroom, simulation lab, skills lab and clinical setting. Analysis and interpretation of test results are also addressed.
Curriculum, Instruction and Evaluation in Nursing Education	Core	This course examines the role of the nurse educator in curriculum and program evaluation in nursing. Concepts related to curriculum development and revision will be explored that reflect the philosophy and mission of the academic institution, trends in nursing education, and the interest of stakeholders and communities of interest. Students will develop a systematic plan of evaluation for an

		undergraduate nursing education program. While a previous course in curriculum development is helpful, it's not required.
Emerging Pedagogies, Issues, and Trends in Nursing Education	Core	In this course students examine learning theories as well as conventional and emerging pedagogies used to facilitate learning across settings in nursing education including structured and unstructured settings. Major topics include interprofessional education, online teaching, and inclusiveness in teaching nursing. This course explores current research, issues, and trends in nursing education. Students examine evidence from translational research, as well as current political, social, and economic issues and trends that affect nursing education and health policy. Topics explored include current international, national, state, and local trends affecting nursing education, for example, the nursing faculty shortage, nursing education regulations, professional nursing organizations, ethical implications of artificial intelligence, and diversity, equity and inclusion. Students will explore sources of evidence to critique the challenges or opportunities that arise around these issues and assess the vision of the future of nursing education.
Grant Writing and Publication in Nursing	Core	This course covers grant research, writing, technical writing, budgeting, fundraising techniques, and strategies for managing a grant award. Students will be guided on disseminating projects and research for publication and presentations. <i>7 Week Course</i>
Instrumentation Methods in Nursing Education	Core	This course focuses on data collection instruments. With the goal of advancing the science of nursing education, emphasis will be placed on instruments used in both quantitative and qualitative research studies. Major topics include measurement concepts, types of data collection instruments, selecting research instruments and guidelines used in critically appraising research instruments.
Role of Nurse Educator as Scholar	Core	Building on the position that scholarship is an integral component of the faculty role, this course focuses on the role of the nurse educator as scholar. Emphasis will be placed on scholarly productivity and engaging in activities to enhance scholarships. Major topics include scholarship as a process, challenges to scholarly productivity, characteristics of a scholar, and strategies to enhance scholarly productivity. Students will initiate a teaching portfolio documenting their journey in becoming a scholar in nursing education
Teaching With Technology Online	Core	This course focuses on teaching in the online environment. Concepts, principles and challenges related to facilitation of learning in the online environment will be examined. PhD nursing students will engage in the design of an online course, syllabus, course assignments, and grading rubrics.
Advanced Statistics for Nurse Educators	Statistics	This course examines descriptive and fundamental inferential statistical methods. This course is designed to prepare the doctoral nursing student with the essential statistical concepts for developing statistical designs in their

		<p>own research. Students learn to use computers to compute data and to interpret computer-generated results produced by statistical software. Concentration on hypotheses testing, analysis of variance, confidence intervals, correlation techniques, measurements of central tendency, variability, chi-square tests, regression analysis, and nonparametric statistics will be explored. Focus on advanced multivariate statistical techniques commonly used in nursing research. The course aims to deepen doctoral students' understanding of complex statistical models and their application in nursing practice and education. Topics covered include multivariate regression analysis, structural equation modeling, survival analysis, and meta-analysis.</p> <p>Emphasis is placed on practical application, interpretation of results from advanced multivariate procedures, and critical appraisal of research studies utilizing advanced statistical software and advanced statistical methods. Students will determine and report statistical findings to test hypotheses and answer research questions relevant to nursing practice and nursing education.</p>
Research Proposal Development for the Nurse Educator	Research	<p>This course introduces the nursing PhD student to scientific reasoning, methods and ethical principles guiding scientific inquiry. Emphasis is placed on gaining knowledge and skills in developing a research proposal including understanding philosophical worldviews on research approaches, defining a researchable problem, describing the use of theory in a study, analyzing and synthesizing relevant literature and selecting a methodological approach. The nurses' role in ethical research will be examined. Students will be expected to produce, present and defend a mini- research proposal addressing a nursing education topic of interest at the completion of the course.</p>
Research Methodology in Nursing Education	Research	<p>This course is designed for nursing PhD students planning to conduct qualitative, quantitative, or mixed methods research studies. The course will use a combination of didactic, interactive, and applied techniques to teach knowledge and skills relevant to qualitative research methodology. Students will learn how to collect qualitative, quantitative, or mixed methods data through noninterventional or interventional study observations, interviews and focus groups. Students will also learn the basic steps of analyzing and reporting qualitative research data. Computer-assisted qualitative data management software is required for this course, statistical tests, the principals of statistical data analysis and interpretation of results assisted data analysis software is required for data management in this course.</p>
Advanced Research Methodology in Nursing Education	Research	<p>This is the second course in a two- course sequence on qualitative research methods in nursing education. This course focuses on making informed decisions when developing a qualitative research study. Emphasis will be placed on the use of evidence-based strategies to achieve scientific rigor of a qualitative study. Major topics include issues and challenges in designing a qualitative research study, ethical issues for consideration, strategies for</p>

		<p>enhancing study validity and the writing and reporting of qualitative research findings. Standards for reporting qualitative research findings will be applied to the evaluation of published qualitative research reports. Students will be expected to produce and orally defend a mini-qualitative research proposal at the completion of the course. Building on knowledge and skills acquired in the prerequisite quantitative research methods course, students are presented with opportunities to apply them. Emphasis is placed on understanding multivariate data analysis and applying more advanced statistical concepts such as logistic regression, ANCOVA and MANOVA to answer complex nursing education research questions. Students approach statistics from a problem-solving perspective with emphasis placed on selecting the appropriate statistical tests for more research questions. Students will use statistical software to perform analysis and interpret and present results. Knowledge gained in this course will be used to design a quantitative dissertation proposal. The mixed methods research approach will focus on integrating quantitative and qualitative approaches to reveal comprehensive and constructive insights in the field of nursing education. Students will defend the selection of mixed methods design and examine approaches used in developing a mixed method study.</p>
Dissertation Development I	Dissertation	<p>This course is designed to guide PhD students in Nursing Education through the initial stages of planning their dissertation. Students will develop clear research proposals, identify appropriate methodologies, and create a timeline for their dissertation project. The course includes a focus on literature review, research design, and ethical considerations. Students will consult with their Dissertation Advisory Chair in the selection and approval of their research topic. Students will also engage in peer review and faculty mentorship to refine their research questions and approach.</p>
Dissertation Development II	Dissertation	<p>This course serves as an introductory course to the doctoral dissertation development process. Students will explore the Doctorate Dissertation Requirements of the University and the PhD Nursing Education Program. Working in collaboration with the dissertation chairperson and committee, the nursing PhD student will begin the process of choosing and refining a research topic as well as completing a rough draft of Chapter 1 of the dissertation.</p>
Dissertation Development III	Dissertation	<p>This course is designed for the advanced nursing education student who has received committee approval of his/her dissertation prospectus. Under the guidance of the dissertation chair and committee, the nursing PhD student will develop a framework, comprehensive review of the literature, and methodological design for their research study. The course ends with an oral presentation defending the dissertation proposal and achieving IRB approval of the students' research study.</p>
Dissertation Development IV	Dissertation	<p>This course is designed for advanced nursing</p>

		PhD students who have achieved committee and IRB approval of their research study. Under the guidance of the assigned dissertation chair and committee, the PhD student will engage in completing their research study through the process of collecting and analyzing data to answer their research question(s). The overall focus of the course is to complete the final chapters of the dissertation and to successfully defend the research study.
Nursing Comprehensive Examination	Comprehensive	The PhD in Nursing Education comprehensive exam is a culminating assessment designed to evaluate students' mastery of core knowledge, critical thinking, research methodology, and the application of educational theory in nursing. This exam assesses students' ability to integrate concepts from nursing education, leadership, policy, and evidence-based teaching practices to address contemporary issues in nursing education. Students will demonstrate their readiness for advanced scholarship and contribution to the field through a written exam, focusing on topics such as curriculum development, educational assessment, nursing theory, instructional strategies, and current trends in nursing education. Success in the comprehensive exam is required for advancement to candidacy and the dissertation phase.



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

TOPIC: University of Baltimore proposal for the Bachelor of Arts in Law, Philosophy, and History

COMMITTEE: Education Policy and Student Life and Safety

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The University of Baltimore (UBalt) seeks approval to introduce a new program, the Bachelor of Arts in Law, Philosophy, and History (LPH). This interdisciplinary undergraduate pre-law program prepares students for success in law school as well as professional success in a range of legal and other professional careers. Grounded in the humanities, it emphasizes analytic argumentation along with effective oral and written communication, skills central to success in law school and legal careers. Students will take a common core of 18 credits that provides a foundation in the US legal system, its history and development, and in legal and analytical thought and communication. Students then select one of three tracks – legal studies; law and philosophy; law and history – allowing them to tailor their studies in an area relevant to their professional goals.

UBalt’s Legal Studies; Philosophy, Law, and Ethics; and History programs have established track records of producing graduates who enter law school. Integrating these programs will provide a unified pre-law pathway for students, whether at UBalt Law, the Carey School, or law schools across the US.

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 the University of Baltimore to offer the BA in Law, Philosophy, and History.

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

DATE: Dec. 3, 2025
DATE:
awrynn@usmd.edu



November 1, 2025

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

Dear Chancellor Perman,

The University of Baltimore is submitting a request for a new degree program, the Bachelor of Arts in Law, Philosophy, and History (proposed CIP 22.0001 and proposed HEGIS code 1401). This 120-credit program responds to the evolving landscape of the legal community, preparing graduates with the skills and knowledge sought by law schools as well as by employers.

This new interdisciplinary humanities-based prelaw program will enhance the university's ability to provide undergraduates with a humanities-based pathway to law school and other related graduate programs at the University of Baltimore and other USM institutions as well as preparing them for successful careers in legal professions.

If you have any questions or require additional information, please contact Aaron Wachhaus at 410-837-6113 or awachhaus@ubalt.edu.

Sincerely,

p.p Aaron Wachhaus, Associate Provost - Academic Affairs
Ralph O. Mueller, Sr. Vice President and Provost

Encl.

cc: Dr. Candace Caraco, Associate Vice Chancellor for Academic Programs,
Academic & Enrollment Services and Articulation

Office of the Provost

**UNIVERSITY OF
BALTIMORE**
ubalt.edu

1420 N. Charles St.
Baltimore, MD 21201-5779

T: 410.837.5244

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 Baltimore
Institution Submitting Proposal

Law, Philosophy, and History
Title of Proposed Program

Bachelor of Arts
Award to be Offered

Fall, 2027
Projected Implementation Date

1401
Proposed HEGIS Code

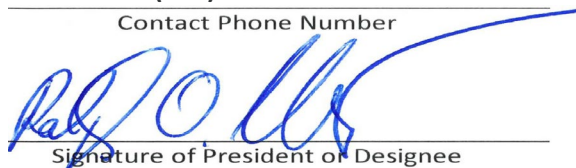
22.0001
Proposed CIP Code

Yale Gordon College of Arts and Sciences
Department in which program will be located

Steven Scalet and Joshua Davis
Department Contact

(410) 837 5358
Contact Phone Number

Sscalet@ubalt.edu; jdavis@ubalt.edu
Contact E-Mail Address


Signature of President or Designee



A. Centrality to Institutional Mission and Planning Priorities:

A.1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The proposed Bachelor of Arts in Law, Philosophy, and History (LPH) is a humanities-based interdisciplinary undergraduate pre-law program unlike any other in the state of Maryland. LPH consolidates and integrates three existing undergraduate pre-law programs: Legal Studies (LEST); Philosophy, Law, and Ethics (PLE); and History (HIST)—at the only university in Maryland that is home to both a law school and pre-law bachelor's degrees

Mission of Law, Philosophy, and History (LPH)

The mission of the Law, Philosophy, and History program (LPH) is to prepare students for careers in law, professional success, civic engagement, and life-long personal fulfillment through an interdisciplinary humanities-based curriculum grounded in legal studies, philosophy, and history. LPH will develop students' analytic argumentation skills, and oral and written communication skills, through its emphasis on civil discourse, intellectual rigor and writing across the curriculum. Through LPH students will develop a unique and nuanced understanding of the law, its practice, and its philosophical and historical foundations through a range of diverse perspectives that value careful analysis and argument.

The curriculum of the LPH program includes a common core of six courses with three tracks.

The common core is comprised of six courses (18 credits), two each from a small selection of LEST, philosophy, and history courses. Students may only declare their track (LEST, Law and Philosophy, or Law and History) after completing at least one course from each of the three tracks. Within their chosen track, students will then pursue coursework more directly related to the discipline of their chosen track. Finally, each student will complete their degree with a capstone experience specific to their track.

Students will have the opportunity to pursue accelerated graduate degree pathways in law, business, and public policy. The creation of those pathways will immediately follow the approval of the LPH program.

LPH relates to the institution's approved mission by providing the skills and knowledge necessary for success in career-focused pre-law education. *The Mission of the University of Baltimore* states: "The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." LPH is specifically designed to provide its students with a humanities-based pre-law education, thus serving UBalt's commitment to providing "career-focused education." In addition, given the interdisciplinary focus of the program's curriculum,

students will develop a broader understanding of the practice of, philosophical and historical foundations of, and role that law can play in a modern democratic society, thus supporting UBalt's mission to "[provide] the region with highly educated leaders who make a distinctive [contribution] to the broader community."

A.2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed Bachelor of Arts degree in Law, Philosophy, and History (LPH) is supportive of UBalt's mission, areas of excellence, strategic goals, vision, all of its core value commitments, and the mission of the Yale Gordon College of Arts and Sciences. The following relationships deserve special emphasis.

UBalt Areas of Excellence and Strategic Goals. The University of Baltimore has identified several areas of excellence, one of which is "Law, Justice, and Public Service." LPH is intentional about its role as a pathway to law school, other graduate programs, and other law-related careers. As such, the LPH program is a curricular mirror of this area of excellence.

The LPH program supports and is particularly well-aligned with the University of Baltimore's strategic goals.

1. *Position UBalt as the region's premier professional, career-focused university. (1.1: Align UBalt's academic program offerings around the Signature Areas of Excellence to ensure mission fit and enrollment growth.)* As noted, LPH is intentional about its commitment to prepare students for careers in law. This commitment aligns with UBalt's identity as "career-focused," but, as noted, it also is an exceptionally good fit with the Law, Justice and Public Policy area of excellence.
2. *Strengthen student success. (2.3: Grow student participation in high impact educational practices.)* LPH will rely on high impact educational practices both in the classroom and through various co- and extracurricular activities. The faculty of the LPH program are committed teachers who are constantly evaluating and refining the classroom experience, including using emerging technologies that enable students to be more engaged with the material, and experiential learning opportunities presented by the unique location of UBalt. In addition, through its connection with the Hoffberger Center for Ethical Engagement (HCEE) and other clubs and organizations, LPH will provide an enriching intellectual environment for students through a variety of activities. Finally, our faculty will work to steer students to a range of internships to which we are connected.
3. *Solidify UBalt's commitment to community engagement and service. (3.2: Promote faculty, staff and student engagement in tackling critical issues facing Baltimore and the region.)*

LPH is ideally suited to deliver on this strategic goal. With its emphasis on civil discourse, intellectual rigor and careful analytic thinking directed at the nature, history and practice of law, LPH will produce graduates prepared to contribute to any number of public and private efforts to “[tackle] the critical issues facing Baltimore and the region.”

4. *Organize for long-term financial stability. (4.2: Foster academic innovation to drive enrollment and improve operational performance.)* As noted previously, LPH is, by design, an effort to more effectively and efficiently use the excellent faculty resources we have in humanities-based pre-law education for the benefit of UBalt’s students and UBalt itself. By ensuring that students interested in a humanities-based pre-law degree will have a single starting point in their undergraduate education, this program will maximize efficiencies and collaborations between three majors that currently operate separately from each other. . This should not only prove more appealing to students, thus presenting an opportunity for enrollment growth, but it will more effectively use existing full-time faculty resources.
5. *Achieve excellence in research, scholarship and creative activity.* The faculty of the LPH program have overlapping interdisciplinary interests. This includes overlapping interests in their scholarship. For example, and as noted, many of the faculty have research agendas that include matters of social justice, and the role of legal and political institutions play in our efforts to address issues of social justice. By joining together into one coherent program, the faculty will benefit from new insights and new lines of inquiry and new scholarship will no doubt be discovered.
6. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework that prizes civil discourse over intractable questions. This, by its very nature, encourages “the vigorous exchange of ideas within a culture of mutual respect.” Further, the ethical foundations of this approach requires that each person’s “value [and] worth” is respected. Multiple courses in our program’s core offerings explore diversity, equity and inclusion in depth.

UBalt Vision. The University of Baltimore’s Vision is “[t]o be the premier regional university for career advancement, where leaders grow, thrive and learn to apply their skills for solving local and global challenges.” LPH supports every aspect of UBalt’s Vision. LPH leverages the University of Baltimore’s status as the only university in Maryland with both undergraduate pre-law programs and a law school on the same campus, which puts our program in a prime position to serve the Vision’s commitment to career advancement and prepare LPH students for law school

and other law-related careers. In addition, the fact that LPH is an interdisciplinary program focused on analytic argumentation, intellectual rigor and effective communication will help to further the University's vision of developing leaders who "thrive and learn to apply their skills [to solve] local and global challenges."

Core Values. The University is committed to several "Core Values" and though the LPH program is consistent with them all, there are several points of emphasis that warrant further discussion:

1. *Student Growth and Success: UB is committed to the personal and intellectual development of all students through close mentoring and small classes taught by dedicated faculty in a welcoming environment made possible by talented and engaged staff.* The LPH program will continue the UBalt commitment to its students' success by having its courses taught by faculty who are recognized experts in their fields. In addition, by the very nature of the curriculum and the program's commitment to developing the students' skills of analytic argumentation and effective communication, the program will no doubt further the intellectual development of those students who choose to pursue the LPH degree.
2. *Pursuit of Knowledge: UB values intellectual curiosity, teaching that challenges and inspires outstanding scholarship and creative work, and education as a lifelong process of discovery and growth.* Similarly, the curriculum and mission of the LPH program make it an ideal programmatic manifestation of this core value. LPH will engage students in enduring questions about the nature, history and practice of law. Students will also be surrounded by active scholars who are excellent instructors, often bridging the divide between pedagogy and scholarship by inviting their students into the dialogues and debates occupying presently occupying the field. As such, those students with an interest in the law will appreciate the fact that it is an object of ongoing inquiry.
3. *Community and Civic Engagement: As an anchor institution, UB values our long history of engagement in Baltimore and commits to enhancing student learning and career preparation in conjunction with our community partners.* The LPH program is being developed by faculty who are already engaged in a variety of ways with the Baltimore community. Whether it is the Hoffberger Center for Ethical Engagement's (HCEE) sponsorship and hosting of the Annual High School Ethics Bowl, the role of the faculty in advising the Mock trial team, or the wide range of public events hosted by the History and Philosophy clubs, the faculty of the LPH program are committed to carrying on this active engagement with the greater Baltimore community. Further, the students in the LPH program will be provided with, and encouraged to take advantage of, ample opportunities to be likewise engaged, whether that is through various HCEE activities, the Court Navigator project, internships, or other outreach that the LPH program will coordinate.
4. *Diversity, Equity and Inclusion: The University is committed to academic freedom and to an environment that encourages thoughtful and vigorous exchange of ideas within a culture of mutual respect. We value the dignity, worth and contributions of all individuals and promote thoughtful and respectful engagement of diverse perspectives and experiences.* LPH is uniquely situated to provide a curricular demonstration of this commitment. As a humanities-based program, students will be immersed in coursework

that prizes civil discourse over intractable questions. This, by its very nature, encourages “the vigorous exchange of ideas within a culture of mutual respect.” Further, the ethical foundations of this approach requires that each person’s “value [and] worth” is respected.

5. *Ethical Engagement: UB expects students, faculty and staff to act ethically and to conduct themselves with the highest degree of integrity.* The faculty of the LPH program are all committed to ethical engagement, but there are several reasons to consider the LPH program as particularly suited as a demonstration of this core value. First, two of the faculty lead the Hoffberger Center for Ethical Engagement. Second, all of the faculty are engaged in work that takes questions of ethics and social justice to be a central question of their work and teaching. Finally, the only two ethicists at the University of Baltimore are faculty within the LPH program.
6. *Affordability: UB is dedicated to providing affordable education and to ensuring that opportunity is not limited by financial circumstance or background.* Though this value commitment is one that, as an institution of higher education, the University of Baltimore serves well. There are certain aspects of the LPH program that deserve special mention. First, this kind of interdisciplinary pre-law program is the sort that is found at elite institutions across the nation, yet they are not often found at public comprehensive universities. Thus, by offering LPH at UBalt, the University provides access to a program at an affordable cost that is often found only at elite (and often less accessible) colleges and universities. Second, the LPH will develop accelerated pathways to law school and other graduate programs like those that already exist between the Legal Studies, History, and Philosophy, Law and Ethics programs. This will enable exceptional students not only to complete their undergraduate and graduate degrees in less time, but it will also greatly reduce the cost.
7. *Responsible and Resourceful Stewardship: UB is committed to the careful stewardship of institutional and environmental resources. It strives to empower its community members to think creatively, to take initiative and to demonstrate resourcefulness to sustain our environmental, human and financial resources.*

Yale Gordon College of Arts and Sciences (YGCAS). The mission of the Yale Gordon College of Arts and Sciences is the following:

The Yale Gordon College of Arts and Sciences promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the college offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to adapt to a changing world. To be well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional, and world communities.

YGCAS has a unique strength in humanities-based law teaching and scholarship. LPH enables the YGCAS faculty from those three programs to offer students a humanities-oriented pre-law degree that is coherent and maximizes the efficient use of resources, thus serving the interests of both

UBalt students who choose to pursue an LPH degree within YGCAS and UBalt as well.

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

The program will be overseen by, and have its curriculum delivered through, our current faculty, allowing us to avoid the need for new hires. Our existing faculty have the expertise required to effectively deliver the curriculum. We are also prepared to include new adjunct faculty as needed, ensuring we meet the demands of the program while maintaining quality instruction. Detailed financial information is presented in Section L of this proposal.

A.4. Provide a description of the institution's commitment to:

- a) *ongoing administrative, financial, and technical support of the proposed program*

All of the program's requirements and administration will be fulfilled within the limits of the current faculty's teaching and service responsibilities, with any needed technical support provided by Office of Technology Services.

- b) *continuation of the program UBalt's for a period of time sufficient to allow enrolled students to complete the program.*

The faculty have supported enrolled students through the completion of prior programs for many years. We are deeply committed to offering the LPH program in ways that can effectively meet the needs of our students through their completion of the LPH curriculum.

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

To understand the critical and compelling demand and need for the LPH program, one must understand the sort of students served by the University of Baltimore and the program proposed. We are an exceptionally friendly institution for transfer students, and a large proportion of our students complete associate degrees prior to arriving at our university. The University of Baltimore is a federally designated Predominantly Black Institution (PBI) with 51% of its undergraduate student population being African American, 62 percent overall being underrepresented minorities, and two thirds of our students receiving Pell Grants. Most students (61%) are women.¹ Most are older than traditional age college students with the average age of 31.5.² Finally, approximately 63% of all University of Baltimore undergraduates are first-generation college students.³ In short, UBalt undergraduate students are diverse and nontraditional. This context is an important

¹ <https://www.ubalt.edu/about/index.cfm>; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

² *Ibid.*

³ *The University of Baltimore Factbook 2025*, 8, 58, <https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm>.

consideration when assessing the demand and need served by any UBalt program, as the student body we serve is not like any other in Maryland.

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

a) The need for the advancement and evolution of knowledge

The LPH program serves several needs, some of which may not be obvious. Knowledge is about understanding. It is more than rote memory or the recitation of platitudes. At present, according to the American Bar Association (ABA) there is a growing need to ensure that lawyers and other legal professionals understand and value the rule of law and its role in our democratic republic.⁴ Simply put, the rule of law is the foundation upon which the legitimacy of the American legal system, and thus our republic, is based.

LPH is ideally suited to meet this challenge. Not only will LPH prepare students for careers in law, but its interdisciplinary curriculum with its focus on the philosophical and historical foundations of the American legal system, alongside an introduction to the institutions and practice of law, will produce graduates who understand the value of the rule of law and protect it against encroachment.

Additionally, in bringing together scholars and practitioners from law, philosophy and history, the LPH program will create an environment in which the development of new ideas and understandings about the law will no doubt emerge. A common thread that runs through the scholarly work of the faculty of the LPH program is a concern for questions of law and justice. Whether that is issues of civil rights, social justice, or international legal and political theory, bringing together faculty with distinct, but overlapping points of view, will inevitably lead to new insights.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

It would be hard to overstate the role that the University of Baltimore and a program like LPH would play in the lives of the students we serve. As noted, UBalt students are unlike any others in Maryland. As such, by the very nature of the institution, and with the excellent career-oriented education it provides, we are serving the needs of many underserved populations.

More, however, can be said. First, there is the fact that the LPH program is answering a need that already exists within the University of Baltimore's current student population but would be served better by the LPH program. To explain, LPH is the consolidation and integration of three distinct pre-law undergraduate programs. At present, those three programs often, though unintentionally, operate at cross-purposes, with students often

⁴ <https://www.americanbar.org/news/abanews/aba-news-archives/2025/07/when-lawyers-speak-america-listens/>

bearing the brunt of such conflict. By integrating the three programs into a single humanities-based pre-law program, LPH will not only serve those students more efficiently, but will likely lead to better outcomes for our students and the communities they go on to serve.

Apart from the need that already exists, there is reason to believe that there is an opportunity for growth in the legal field. The Bureau of Labor Statistics estimates that there will be a 5% growth in the legal field between 2023 and 2033.⁵ As such, those students with the right undergraduate preparation are going to be well-positioned to take advantage of those opportunities. UBalt students deserve the same opportunity to take advantage of this job growth as others, yet given their distinctive non-traditional make-up, this need is unlikely to be filled by other colleges and universities.

Lastly, LPH, from its initial conception, is designed to serve UBalt students. This requires consideration of the unique needs of those students. Often that means flexibility in modality because many students are holding down full-time jobs or raising families while they pursue their degree. It also means accommodating transfer students who are seeking to make the most of the pathways to professional success that exist in formal and informal relationships between the University of Baltimore and community colleges from across the state. Again, UBalt and LPH are uniquely situated to help transfer students pursue their academic and professional ambitions.

In the end, the LPH will provide UBalt students with an excellent pre-law education, giving them their best chance at pursuing a career in the law. In so doing, LPH fulfills a fundamental social need to ensure that no one is excluded from an equal opportunity to take advantage of the professional opportunities that are expected to present themselves in the legal field over the next decade.

B.2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents. The University of Baltimore prides itself on providing affordable excellent undergraduate education. This is a hallmark of all three of the programs being consolidated and integrated in LPH program. Further, as noted above, the University of Baltimore and the LPH program serve an underserved population. The LPH program will provide such students with access to the sort of high-quality education that is often not available to them for any number of reasons. Thus, the LPH program will also serve the State's interest in ensuring that the access to such programs is equitable and not reserved for traditional college students.

Success: Promote and implement practices and policies that will ensure student success.

The LPH program is grounded in an understanding that this sort of interdisciplinary program provides students with a foundation to thrive in any number of professions and careers. Of particular importance is the connection between this type of program, the skills it develops in its

⁵ <https://www.bls.gov/ooh/legal/lawyers.htm#tab-1>

students, and the likelihood of successful outcomes for those students who want to go on to law school or pursue other law-related careers. Through a curriculum that is intentional about the development of analytic argumentation skills and its commitment to intellectual rigor, LPH's commitment to such skills development and excellence in education is highly supportive of the State's commitment to "[m]aintain the commitment to high-quality postsecondary education."

LPH's interdisciplinary nature is not only a benefit intellectually and professionally to its students, but it is also an asset when one considers the State's priority to "[i]mprove systems that prevent timely completion of an academic program." The interdisciplinary nature of the program makes it ideally suited for transfer students as well as those who attend the University of Baltimore for the entirety of their undergraduate education. As to the specific needs of transfer students, the LPH program has articulation agreements with several community colleges across Maryland.⁶ Finally, LPH's focus on preparing students for careers in law and law-related fields only tells part of the story about the contribution that LPH will make to student success. Another priority of the State is that we "[e]nhance the ways that postsecondary education is a platform for ongoing lifelong learning." It would be hard to imagine a program better suited to this end. Students who choose to pursue a LPH degree will take classes across three disciplines, all of which look at social, legal and political institutions in dramatically different ways. It is reasonable to expect that this diversity of viewpoints will spark curiosity amongst those given the opportunity to engage with so many different ways of understanding the human experience. This all being done while being anchored to the law.

Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success. Under a common sense understanding of "innovative," LPH is innovative. There are no other programs like it in the state of Maryland. Although there are a handful of other pre-law bachelor's programs in the state, none are primarily based in the humanities—see section D.1. This fact alone constitutes sufficient evidence of the innovative nature of the LPH program. The State Plan, however, again identifies access as an element to be considered, and as has been stressed throughout this proposal, one of the key features of the LPH program is that it provides access to several underserved populations. In addition, in further elaborating on its conception of innovation, the State plan identifies the "[promotion of] a culture of risk-taking" as a priority for secondary education. Assuming that the kind of risk-taking the state is seeking to prioritize is meant to capture novel ideas grounded in reasonable judgment and expectation, not in blind bets or unrealistic hope, as a new and unique humanities-based pre-law program, LPH is itself a reasonable risk and is supportive of this priority. Additionally, it may be worth considering the kinds of graduates that the LPH program is likely to produce. They will be excellent critical thinkers who with both an understanding of the practices and institutions of the American legal system, coupled with an appreciation of its history and philosophical foundations, will be ideally suited to take the kind of risks that will move Maryland forward.

C. Quantifiable and Reliable Evidence of Market Supply and Demand

C.1. Potential Industries, Employment Opportunities, and Expected Level of Entry

Graduates of the proposed **B.A. in Law, Philosophy, and History (LPH)** will be prepared for law school and to pursue careers across multiple sectors where analytic argumentation, critical thinking, ethical reasoning, and legal literacy are valued. Industries include:

- **Legal Services** – Law firms, corporate legal departments, public defenders, and prosecutors’ offices.
- **Public Sector & Government** – Legislative offices, regulatory agencies, courts, and public policy organizations.
- **Nonprofit & Advocacy Organizations** – Civil rights, environmental, and social justice groups.
- **Corporate Compliance & Risk Management** – Roles ensuring adherence to laws, regulations, and ethical standards.
- **Education & Research** – Policy analysis, archival research, and civic engagement programs.

Entry-level opportunities for LPH graduates include **paralegal, policy analyst, court clerk, research associate, and compliance coordinator**, with advancement potential to mid-level management roles such as **program director, senior policy advisor, or compliance manager**.

C.2. Projected Market Demand and Availability of Openings

National Projections (2023–2033) – Bureau of Labor Statistics ([BLS.gov](https://www.bls.gov)):

- **Lawyers:** +5% growth, ~35,600 annual openings (driven by both new positions and workforce replacement needs).
- **Legal Occupations Overall:** +3.7% growth.
- **Paralegals & Legal Assistants:** +4% growth, ~45,000 annual openings.

Maryland Projections (2022–2032) – Maryland Department of Labor (onetonline.org):

- **Lawyers:** +11% growth, ~950 annual openings.
- **Paralegals & Legal Assistants:** +6.9% growth.
- Maryland is ranked **#9 in the U.S. for lawyers per capita** (ABA National Lawyer Population Survey, 2024 <https://www.americanbar.org/news/profile-legal-profession/demographics/>)

These figures highlight **sustained and above-average demand** in Maryland, particularly in the Baltimore–Washington corridor, one of the nation’s most lawyer-dense regions.

C.3. Market Surveys and Quantifiable Need

- **ABA 2024 National Lawyer Population Survey** ([AmericanBar.org](https://www.americanbar.org)):
 - Over **1.3 million active lawyers** in the U.S.
 - Maryland: high density of legal professionals, indicating a mature but active market with turnover.
 - Washington, D.C. (adjacent market): **7.2 lawyers per 1,000 residents**, highest in the nation, offering significant networking and job spillover effects.

- **National Association for Law Placement (NALP)** reports continued hiring in law-related roles, with regional mid-Atlantic demand driven by government, corporate compliance, and nonprofit advocacy sectors.
- Surveys of Maryland legal employers (MD Department of Labor) consistently list **legal research, writing, and analytical skills**—core LPH competencies—as priority hiring criteria.

C.4. Supply of Prospective Graduates

- **Current UBalt Majors Feeding into LPH:**
 - Legal Studies, Philosophy, and History combined currently graduate approximately **25** students annually

Academic Year	History (HIST)	Legal Studies (LEGL)	Philosophy, Law, and Ethics (PSE)	Total
2020-2021	9	1	11	21
2021-2022	6	4	8	18
2022-2023	3	20	9	32
2023-2024	3	22	8	33
2024-2025	2	14	5	21
Total	23	61	41	125

Source: UBalt Institutional Data

- **Statewide Degree Production (IPEDS 2022):**
 - Maryland institutions produce fewer than **300 bachelor's degrees annually** in majors explicitly aligned with pre-law, philosophy, or legal studies—indicating a modest in-state supply relative to projected demand.
- **Transfer and Pipeline Potential:**
 - The LPH program is designed to capture **community college transfers** from Maryland's Paralegal Studies and other pre-law programs, expanding the supply of graduates ready for law school or immediate employment.
 - Planned **accelerated pathways** to the UBalt School of Law and other UBalt graduate programs will further boost graduate readiness and program attractiveness.

D. Reasonableness of Program Duplication:

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

awarded.

A keyword search for the terms “law” and “legal” was performed in August 2025 on MHEC’s online Academic Program Inventory, in addition to reviewing CIP code 22, Legal Profession and Studies.

We found six undergraduate programs with potential but not substantive similarities, and they are included in the following table. Two discontinued programs listed in MHEC’s Academic Program Inventory appear at the end of the table.

Institution	Program	Differentiation
Hood College	B.A. in Law and Criminal Justice	<p>Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not humanities-based, but situated squarely in a single social science discipline, as it is offered by the institution’s Political Science department.</p> <p>In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. In addition to our proposed program, UBalt’s College of Public Affairs is home to the School of Criminal Justice which offers multiple bachelor's of science degrees. Also, our geographic locations are different. Hood College primarily serves Frederick and western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.</p>
Towson University	B.A. in Law and American Civilization	<p>Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, but situated primarily in the social sciences, with the most required coursework in political science and economics.</p> <p>Also, this major is focused strictly on law in the United States. Our major allows for students to complete extensive coursework that is not focused on the U.S., including numerous courses pertaining to Asia and Europe. In this sense, this program is geographically narrower than ours.</p> <p>Students in our proposed program will complete two thirds of their coursework in a single humanities field of their choice with the remaining</p>

		<p>third of coursework split between the two remaining fields. In this program, students complete coursework offered by no fewer than six departments. In short, this program spans a much broader spectrum than ours, with students completing just two courses per discipline. Our program by contrast requires each student to specialize in depth in a single law-related humanities discipline, in addition to completing supporting coursework in just two additional disciplines. Finally, this program requires the completion of 54 credit hours, whereas our program requires 36 credit hours, which we consciously tailored for the large proportion of our university's students who transfer from community colleges.</p>
University of Maryland, Baltimore County	Upper division certificate in Philosophy, Law and Politics (currently under review with MEHC, to be revised as Philosophy, Politics, Economics, and Law)	<p>This program is not a bachelor's degree, but a certificate. Like the two programs above, it is based primarily in social science disciplines, namely economics and political science, as outlined in the certificate program proposal currently under review with MHEC.</p>
Stevenson University	B.A. in Legal Studies	<p>This program is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Unlike our proposed program, it is not interdisciplinary and does not contain any coursework in History or Philosophy. Also unlike our proposed program, this program has a very strong focus on training paralegals. While this is one of our proposed program's objectives, a smaller share of our coursework will be specifically geared toward paralegal training. As a public institution,</p>

		our program offers a more accessible, affordable program aligned with a broader educational mission of the state of Maryland.
University of Maryland, Global Campus	B.A. in Legal Studies	Our proposed interdisciplinary program is primarily based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree by contrast is not humanities-based. It is a fully online degree in Legal Studies that is roughly analogous to our university's current Legal Studies program, which we are proposing to fold into our new program. Although students may opt to complete a portion of our program's coursework as online courses, that is not required, as the majority of our courses will be offered in person and students may opt to complete our program fully in person.
Frostburg State University	B.S. in Criminal and Legal Studies	Our proposed interdisciplinary program is based in the humanities, with faculty trained in three different fields: law, history, and philosophy. This degree is not primarily humanities-based, because the majority of its coursework is offered by Sociology and Political Science. In addition, this degree has a strong focus on criminal justice, and while our program does offer several courses focused on criminal justice, the subject is not our main focus. Also, our geographic locations are different. FSU primarily serves western Maryland, whereas our student body hails overwhelmingly from the Baltimore metro area and, to a lesser degree, from the Washington, D.C. metro area.
Hood College	B.A. in Law and Society	Listed in the MHEC program inventory but no longer exists.
Goucher College	B.A. in Prelegal Studies	Listed in the MHEC program inventory but no longer exists.
Submitted LOIs		

D.2. Provide justification for the proposed program.

First, the landscape of the legal community is constantly evolving. As the legal community evolves, how we attract and cater to pre-law students must also adapt to the new environment. Law schools are looking for students with enhanced critical and analytical reasoning skills that will be particularly emphasized by the specialties of the faculty in this major. This new program offers an interdisciplinary humanities-based approach to pre-law that creates the learning environment necessary to teach, build upon, and grow the skills sought by law schools locally and across the country.

Second, this program will strengthen UBalt's ability to provide undergraduates with a humanities-based pathway to law school and related graduate programs at UBalt and throughout the USM system. In particular, the new program would offer students accelerated pathways not only in the M.A. in Legal Studies but also UBalt's master's in Public Administration, the M.A. in Global Affairs and Human Security, and the M.S. in Negotiations and Conflict Management, three pathways which the History program has recently certified, plus the same graduate pathways that Philosophy, Law, and Ethics (PLE) will soon certify, pending approval from the Registrar's office.

It will also provide a humanities-focused pathway to the juris doctorate degree at UBalt's School of Law. The University of Baltimore is the only USM institution with both pre-law undergraduate programs and a law school. The prospect of enrolling in law school after completing a bachelor's degree without having to matriculate at a second campus is a major enticement for many of our undergraduates.

Third, the new program distributes faculty resources between three majors more efficiently. The current faculty are equipped to deliver this major with no additional resources or hires at this time.

Regarding the institution's mission, this new interdisciplinary humanities-based pre-law program reflects and strengthens the University of Baltimore's commitment to offer "career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." By responding to the evolving landscape of legal careers referred to above, our new program is ideally positioned to contribute to UBalt's mission of offering professionally oriented career-focused education.

In summary, by equipping students with law school-ready humanities-based analytical skills, expanding accelerated graduate pathways, and optimizing faculty resources, this new program will enhance UBalt's academic offerings and solidify its role as a catalyst for professional advancement and community leadership, directly fulfilling its mission to bridge education with real-world impact.

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

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

The proposed pre-law major is not expected to impact the implementation or sustainability of high-demand programs at Maryland's HBIs. According to the current MHEC Institutional Program Inventory, none of the four HBIs in Maryland—Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore—offers a stand-alone pre-law major. In fact, the only institutions within the USM that currently offers pre-law majors do so

not with a stand-alone department, such as the one we're proposing, but by allowing multiple stand-alone departments to contribute coursework to the pre-law major. As the proposed major does not duplicate any existing major within the USM, we do not expect any adverse impact on high-demand programs at HBIs.

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

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

We anticipate no adverse impact on the uniqueness, institutional identities, or missions of Maryland's HBIs. The proposed humanities-based interdisciplinary pre-law major is closely aligned with the University of Baltimore's mission and institutional identity. UBalt serves diverse, non-traditional student population that includes many transfer, working, first-generation college students, and those raising families, who often seek clear, professionally relevant pathways. The major addresses this need by offering an interdisciplinary curriculum grounded in the humanities and connected to the study and practice of law.

By leveraging UBalt's existing strengths, most notably, its on-site School of Law, the program creates a structured and accessible route into the legal profession for students who may not otherwise have the opportunity to pursue such a path. It is specifically designed to serve UBalt's current student body in a manner consistent with our strengths and mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR13B.02.03.10):

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

The Bachelor of Arts in Law, Philosophy and History (LPH) came about as a faculty-initiated effort to better serve UBalt students interested in pursuing a humanities-based undergraduate pre-law degree. At present, there are three humanities-related programs serving the same group of students on our campus: LEST, PLE, and History. Though each program offers students an excellent and accessible pre-law education, there is often confusion over which program might best serve a particular student's interests. In addition, given certain institutional exigencies, there is a need to maximize the efficient use of faculty and institutional resources. The consolidation and integration of the three previously mentioned programs will accomplish both goals without sacrificing the quality of the education UBalt students receive.

G.2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The educational objective of the LPH program is to provide UBalt students with a humanities-based pre-law program that leverages the current pre-law and law-related strengths of the Yale Gordon College of Arts and Sciences (YGCAS) in legal studies,

philosophy, and history. There has been a long history at the University of Baltimore of providing our unique student population with access to just such an undergraduate education. Whether that is the former Jurisprudence (BA) program or the current programs in Legal Studies (BA), Philosophy, Law, and Ethics (BA), or History (BA), the programs within the College of Arts and Sciences have served as a vital humanities-based pathway for UBalt students seeking careers in the law.

LPH Program-Level Student Learning Objectives

SLO 1: Formulate sustained oral or written arguments based on philosophical reasoning, legal analysis, or historical evidence.

SLO 2: Assess how law functions within a larger context, including its social, philosophical, and/or historical impact and significance.

Track Specific Student Learning Objectives

Legal Studies:

SLO1: Locate, analyze, and evaluate sources of law and communicate effectively orally and in writing about how such sources help answer legal questions.

SLO 2: Demonstrate an understanding of the legal system and apply critical thinking and problem-solving skills within the context in which law operates.

Law and Philosophy

SLO 1: Demonstrate an understanding of the relationship between law, ethics, and philosophy.

SLO 2: Demonstrate the ability to make, defend, and criticize philosophical and ethical arguments.

Law and History:

SLO 1: Analyze a range of relevant historical primary and secondary sources.

SLO 2: Situate events and individuals within their broader historical context.

G.3. Explain how the institution will:

- a) *provide for assessment of student achievement of learning outcomes in the program*
- b) *document student achievement of learning outcomes in the program*

Program goals have been mapped across all courses in the curriculum and assessments for each competency and goal occur within courses. Rubrics are developed by the LPH faculty and used to assess artifacts collected by faculty twice per academic year. Departmental assessment meetings discuss ways to improve student outcomes across the curriculum and improvements are not limited to the courses where the assessment occurs.

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

Program Requirements

The curriculum of the Bachelor of Arts in Law, Philosophy, and History program requires an interdisciplinary core with students choosing to specialize in one of the program's three tracks. The core will be 18 credits, 6 credits each from Legal Studies, Law and Philosophy, and Law and History. Students may declare the track they intend to pursue only after they have taken at least one course from each track (total of 3 courses for 9 credits). In specializing in a single track, each student will be required to take 5 electives from a list of approved courses in that track (15 credits) and complete a capstone course (3 credits) in that track for a total of 18 credits within the chosen track and a total of 36 credits for the major. In addition, accelerated pathways to graduate school (including law school) and transfer options (including specific articulation agreements) will provide students with a range of options to pursue the LPH degree.

LPH Core Courses (18 Credits)

Legal Studies (6 Credits)

Choose two from the following four courses:

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

Law and Philosophy (6 Credits)

Choose one of the following (3 credits):

PHIL 101 INTRODUCTION TO PHILOSOPHY (3)

Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [HIPL] [CTE] [HAT] [AH]

PHIL 140 CONTEMPORARY MORAL ISSUES (3)

Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [HIPL] [CTE] [HAT] [AH] [IL] [ETH]

PHIL 150 CRITICAL THINKING AND ARGUMENTS (3)

Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [HIPL] [CTE] [HAT] [AH]

Choose one of the following (3 credits):

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's critical-thinking and written and oral communication skills.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops

a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

Law and History (6 Credits)

Choose two from the following four courses:

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice. [GD]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

Track Specific Requirements (18 Credits)

Legal Studies

LEST 498 CAPSTONE PROJECT (3) (3 credits)

Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation and legal problem-solving proposals. [CAP]

Complete five of the following (courses not taken to fulfill the core requirements; 15 credits)

PHIL 200 THE NATURE AND PURPOSE OF LAW (3) (See accompanying course modification form)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's critical-thinking and written and oral communication skills.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

LEST 400 TOPICS (3)

An exploration of varying legal studies topics or a cross-listed graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

LEST 401 LEGAL AND ETHICAL FOUNDATIONS (3) (See accompanying course modification form)

In-depth exploration of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies.

LEST 402 LEGAL RESEARCH AND ANALYSIS (3)

Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [IL]

LEST 403 THE TRIAL PROCESS (3)

Explores the procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. This course cannot be used to satisfy degree requirements in the CRJU or FSCS programs. [OC]

LEST 404 LSAT AND BEYOND (3)

This course is designed to teach, reinforce, and strengthen analytical and critical thinking skills to enhance performance on the Law School Admission Test (LSAT). This course is run in conjunction with the Kaplan LSAT prep course. Through in-person lectures and Kaplan prerecorded lectures, in addition to Kaplan educational materials, students learn techniques and strategies that strengthen their analytical and critical thinking skills.

LEST 412 LAW AND SOCIETY (3) (See accompanying course proposal)

An examination of the ethical significance, historical background, and social impact of law. Focuses on legal issues of historical and/or contemporary importance, and considers the extent to which law vindicates ethical concerns and accomplishes social objectives.

LEST 425 TOPICS IN LAW AND APPLIED ETHICS (3) (See accompanying course proposal)

Varying course offering that explores a particular topic in applied ethics. Course may be repeated for credit where topic differs.

LEST 496 INTERNSHIPS (3)

Provides students with an opportunity to work at an organization, government entity or business that offers an experience relevant to legal studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. May be repeated up to four times for credit.

Law and Philosophy**PHIL 499 CAPSTONE IN PHILOSOPHY, LAW AND ETHICS (3) (3 credits)**

A culmination of the student's program of study in the Philosophy, Law and Ethics program. Required for all PLE majors. Students complete a capstone paper as part of an approved cross-listed 400-level course, integrating course content across the major as part of the capstone project. prerequisite: permission of program director, normally all other required courses in the major must be completed or concurrent [CAP]

Complete one PHIL course from the History of Ideas Series (3 credits)

PHIL 317 ANCIENT PHILOSOPHY (3)

A critical examination of the questions, systems and contributions of the most influential

philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology. [AH]

PHIL 319 MODERN PHILOSOPHY (3)

Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche. [AH]

PHIL 320 20TH CENTURY PHILOSOPHY (3)

A critical examination of the most influential American and European philosophers of the 20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

Complete four additional philosophy courses (courses not taken to fulfill the core requirements), two of which must be upper division (300 or 400) and one of which could be a history of ideas course not taken to fulfill the History of Ideas requirement. One philosophy course may be substituted after consultation with the faculty advisor. (12 credits).

PHIL 101 INTRODUCTION TO PHILOSOPHY (3)

Introduces the fundamental questions and problems of philosophy and critically examines how some of the greatest philosophers in the history of Western cultures have attempted to answer these questions. Emphasis is placed on students' demonstration of their own abilities to seek answers to these "eternal questions." A capstone feature of the course challenges students to communicate, orally and in writing, the value of philosophical thinking in their personal lives and their chosen professions. [HIPL] [CTE] [HAT] [AH]

PHIL 140 CONTEMPORARY MORAL ISSUES (3)

Explores contemporary issues of ethical concern. Students are introduced to philosophical reasoning on controversial topics, including the responsibilities of corporations, war and violence, human relationships and other currently debated matters of public policy and personal ethics. The course aims to help students develop abilities to understand, evaluate and construct arguments in the realm of applied ethics. [HIPL] [CTE] [HAT] [AH] [IL] [ETH]

PHIL 150 CRITICAL THINKING AND ARGUMENTS (3)

Explores the process of thinking critically and philosophically and guides students in thinking more clearly, insightfully and effectively. In addition, this course focuses on helping students identify, understand and critically assess philosophical arguments. Students use classic philosophic texts and real-world examples to develop both their critical-thinking skills and their ability (in written and oral forms) to formulate, express and critique arguments. [HIPL] [CTE] [HAT] [AH]

PHIL 200 THE NATURE AND PURPOSE OF LAW (3)

Introduces students to the nature and purpose of law by exploring a number of fundamental questions related to law and its role in our personal, social and political lives. Covers both historical and contemporary accounts of the nature of law, the relationship between law and morality, and legal reasoning, including a discussion of how judges ought to decide cases. Emphasis is on development of student's' critical-thinking and written and oral communication skills.

PHIL 250 SOCIAL AND POLITICAL PHILOSOPHY (3)

Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations. [AH]

PHIL 280 ENVIRONMENTAL ETHICS (3)

Explores the relationship between humans and the nonhuman environment and guides students in thinking more clearly, insightfully and effectively about that relationship. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing ethical, political and legal issues concerning our treatment of the environment. [HIPL] [CTE] [HAT] [AH]

PHIL 301 ETHICS (3)

A critical examination of fundamental questions in ethics: What is good and evil? Why be moral? What is right and wrong moral conduct? What does it take to be a good person, and what does it mean to live a good life? Students read a balanced selection of classical and contemporary works and explore a variety of moral issues in personal and professional life. [ETH]

PHIL 302 PHILOSOPHY OF COMMUNITY (3)

Covers some of the basic concerns raised by the cosmopolitan liberalism and communitarian critique. The goals are to help students think through the arguments on each side of this debate and to help figure out for themselves the extent to which they want their lives and the policies of the communities in which they live to reflect either cosmopolitan liberal or communitarian commitments.

PHIL 305 PROFESSIONAL ETHICS IN HUMAN SERVICES (3)

An examination of values, moral principles and ethical issues inherent in, and related to, the human service professions. The major focus is directed toward determining the moral responsibilities of the human service professions and whether the moral responsibilities are being realized.

PHIL 309 EASTERN RELIGIONS (3)

A study of the history, beliefs and rituals of Hinduism, Buddhism, Taoism, Confucianism and Shinto

PHIL 316 LOGIC OF LANGUAGE (3)

An introduction to informal and formal logic. The use and abuse of language in general is first considered, then informal fallacies are examined. Next, deductive, inductive and analogical arguments are distinguished. The remainder of the course is devoted to examining the formal structures of descriptive language and the formal rules of logic.

PHIL 317 ANCIENT PHILOSOPHY (3)

A critical examination of the questions, systems and contributions of the most influential philosophers of Western antiquity. The pre-Socratics and their legacy of questions and world views are first considered. The philosophies of Plato and Aristotle are examined next in light of the attempts of both philosophers to deal with the inherited questions of pre-Socratics and the moral and cultural problems of their time. Concludes with a look at the Epicurean, Stoic and neo-Platonist philosophies and the influence of neo-Platonism on Christian theology. [AH]

PHIL 319 MODERN PHILOSOPHY (3)

Traces the development and influence of British empiricism and continental rationalism from the scientific revolution of the 17th century through the age of reason, the romantic rebellion and the industrial revolution, and the rise of nationalism. Philosophers to be studied are Descartes, Locke, Berkeley, Hume, Kant, Rousseau, Mill, Hegel, Marx and Nietzsche. [AH]

PHIL 320 20TH CENTURY PHILOSOPHY (3)

A critical examination of the most influential American and European philosophers of the

20th century. Emphasis is placed on the rebellion against 19th-century idealism and metaphysics as manifested in the two divergent and predominant contemporary philosophies: existentialism and analytic philosophy. Russell, Moore, Wittgenstein, Whitehead, Bergson, James, Dewey, Sartre, Kafka and Camus are among the philosophers considered. [AH]

PHIL 321 PHILOSOPHERS THAT CHANGED THE WORLD (3)

Surveys one or more great philosophers of the instructor's choosing in the history of philosophy. Exposes students to an in-depth study of each of the chosen philosopher's ideas and how those ideas changed the world and continue to shape peoples' current understandings. Emphasizes careful study of philosophical texts.

PHIL 322 GOD, PHILOSOPHY, AND RELIGION (3)

Examines diverse answers to fundamental questions about religion that have intrigued and puzzled human beings throughout history. Does God exist? If so, what can humans know about God, if anything? If God doesn't exist, could there still be meaning in the universe? To what extent are these questions of reason versus questions of faith? What is evil and why does it exist? Is there life after death? Whether immersed in a religious tradition or not, a proponent of religious belief or a skeptic, this course considers a range of the most influential writings ever created to respond to basic religious questions. [AH] [GD]

PHIL 419 THE WORLD'S RELIGIONS IN AMERICA (3)

Considers Christianity, Judaism, Islam, Hinduism, Buddhism, Native American and other major religions practiced on the American continent. What are these religions about, all of which are practiced in the United States and most of which are practiced within a short walk from the University of Baltimore? The approach is to study the most fundamental ideas at the core of each religion to consider what makes each tradition distinctive and how they relate to each other. The course may include visits to nearby religious institutions. [AH]

PHIL 450 AI AND PHILOSOPHY (3)

Examines the most recent developments in artificial intelligence (AI) in relation to philosophical questions prompted by this far-reaching technology. What is mind and consciousness in human beings, and to what extent does AI have the potential to replicate these qualities? What are the most important ethical, legal, and political impacts raised by AI developments? The class guides students in thinking more clearly and systematically about how to address these and other philosophical questions related to AI. Students read a wide variety of classic and contemporary texts from diverse philosophical traditions. Course activities include extensive use of AI.

PHIL 460 MORAL LEADERSHIP AND THE PURSUIT OF EXCELLENCE (3)

Introduces a range of diverse philosophical writings about the nature of moral leadership and excellence. What are the special qualities that enable someone to become a moral leader? What kind of knowledge and character do moral leaders have? When moral leaders

pursue excellence, what kind of excellence is this? Is "morality" irreducibly subjective or are there objective standards to moral leadership? Beginning with philosophical accounts such as Aristotle's ethics and Socrates' trial and death, and continuing through contemporary literature, such as in the life and writings of Martin Luther King, Jr., philosophers and theologians, among others, have tackled the most fundamental questions of moral leadership. This course presents some of the best philosophical writings on the nature of moral leadership and excellence and applies these ideas for understanding the current world and our roles within it.

PHIL 470 PHILOSOPHY AND AMERICAN SOCIETY (3)

Develops the notion of public philosophy in American society, integrating civics education, democratic theory, and social and political philosophy. Ranging from Supreme Court decisions to political debate to the distinctive nature of American philosophy, the course explores fundamental philosophical arguments that have shaped and influenced American life.

PHIL 480 PHILOSOPHY, LAW, AND CURRENT EVENTS (3)

Studies the intersection of philosophical ideas with current events, with a special focus on law-related events, as well as politics, government and economics. The main text is typically the print edition of a nationally or internationally respected newspaper or periodical, such as The New York Times or The Economist. Students read the paper / periodical alongside a selection of philosophical writings relevant to understanding domestic and international news. The course offers the unique format of studying a newspaper or periodical closely as a main text. The approach is to show how a philosophical analysis of this range of information provides value and insight, and develops a life skill, for whatever educational objectives students wish to pursue. The aim is both to understand the relevance and application of important philosophical ideas to current events, and to deepen the ability to address enduring philosophical questions through a study of current events.

PHIL 490 THEORIES OF JUSTICE (3)

Examines competing classical and contemporary theories of justice at the foundations of law and morality, from such philosophers as Plato, Kant, Rousseau, Marx, Rawls and others from diverse traditions. Demands for justice are often deep and enduring, and their claims create deep intellectual disagreements: What is justice? What does it mean to be a just person or to live within just institutions? What is the nature of injustice and wronging others? The course examines concepts often at the center of competing ideas of justice, including equality, the rule of law, human rights, the common good, the social contract, what people deserve, sovereignty and liberty. These concepts shape social, economic and political institutions, as well as our personal lives. [AH]

PHIL 492 INDEPENDENT STUDY (1 - 6)

Provides for individual work in research. prerequisites: presentation of a research proposal to the divisional chair, and permission of the chair and instructor. prerequisites: 3.5 GPA

and permission of the Denit Honors Program director

PHIL 493 HONORS SEMINAR (3)

An advanced interdisciplinary seminar that focuses on important books and issues and encourages independent thinking, clear presentation and an understanding of the concerns and methods of various disciplines. The course may be team taught; topic and instructor(s) may change from semester to semester. Course may be repeated for credit when topic changes. prerequisites: 3.5 GPA and permission of the Denit Honors Program director

PHIL 494 HONORS PROJECT (1 - 6)

Directed individual instruction in an advanced project of the student's choice; the project must be academically related to this discipline. Each student works closely with a faculty director who guides his/her progress. The project must be of honors quality and must be finally approved by both the faculty director and a second faculty member. Course is eligible for a continuing studies grade. prerequisites: 3.5 GPA and permission of both the Denit Honors Program director and the faculty director

PHIL 495 EXISTENTIALISM (3)

An in-depth study of one of the most provocative philosophies of the modern age. The major works of the leading philosophers of the movement are examined as well as the expression of their philosophies in contemporary art, poetry, fiction and cinema.

PHIL 496 INTERNATIONAL LAW AND MORALITY (3)

Explores the relationship between international law and morality and guides students in thinking more clearly, insightfully and effectively about the various legal, political and social institutions that make up the international legal regime. Students read a wide array of classic and contemporary texts from a variety of philosophic traditions, and they are asked to consider some of the most pressing conceptual and ethical issues concerning international law. [AH] [GD]

PHIL 497 SPECIAL TOPICS IN PHILOSOPHY (3)

Intensive exploration of topics in philosophy of mutual interest to faculty and students. Content varies according to the concurrent interests of faculty and students. The subject studied appears under the Topics heading in the class schedule. Course may be repeated for credit when topic changes.

PHIL 498 INTERNSHIP IN PHILOSOPHY, LAW, AND ETHICS (1 - 3)

Designed for students who wish to observe and gain firsthand experience at designated profit or nonprofit organizations in the greater Baltimore community. Students work with a mentor at the organization to write a substantial essay (15-25 pages) or academic equivalent that integrates the internship experience with academic content in the Philosophy, Law and Ethics major, guided by the faculty program director or designee. Eligible for a continuing

studies (CS) grade. prerequisites: interview with and permission from the PLE faculty program director prior to the internship.

Law and History

HIST 295 THE HISTORIAN'S TOOLKIT (3) (3 credits)

What constitutes historical evidence? What sources are credible? What historical context is necessary to understand information? How do you uncover evidence about past events? How do you organize information to make an historical argument? This course asks you to consider these questions as you develop historical thinking skills to investigate a person in your past. In the process you will discover ways you can employ historical research methods in a variety of professional fields. [IL]

HIST 495 SENIOR SEMINAR IN HISTORY (3) (3 credits)

The HIST 495 Senior Seminar is a capstone course for history major. This seminar-style class will provide students with an opportunity to express their creativity and demonstrate their conceptual understanding of historical works-analyzing primary sources, weighing evidence, and debating historical interpretations. Students' final work can be a traditional research paper, or a project portfolio, depending on their major concentration. This 3 credit-course is one of the two core requirements. Students need to earn a C or higher to fulfill this major requirement. Prerequisite: HIST 295. [CAP]

Complete One 100- or 200-level HIST course (3 credits):

HIST 101 WORLD HISTORY TO 1500 (3)

Explores the emergence of the modern world, from prehistoric times to early modern times, through an examination of selected themes across the world's cultures. Themes may include the arts, society and religion, global interaction of cultures or competing ideas of human dignity and self-determination. Special emphasis is given to the role of deep cultural roots over the long term of historical development and the long-term effect of traditional values and cultural practices. [HIPL] [HAT] [AH] [GD]

HIST 102 WORLD HISTORY SINCE 1500 (3)

Explores the emergence of the modern world, from the end of the 15th century to contemporary times, through an examination of selected themes across the world's cultures. Such themes may include the arts, society and religion, global competition and human rights, technological change, nationalist movements and self-determination. Special emphasis is given to the interaction and interdependence of the world's population as a whole. [HIPL] [HAT] [AH] [GD]

HIST 111 EARLY AMERICA (3)

This course focuses on the history of the United States to 1860 with emphasis on large-scale social and cultural phenomena such as the origin and impact of colonial migration, the forming of regional identities, the role of political ideologies and the influence of social movements. [HIPL] [HAT] [AH]

HIST 112 MODERN AMERICA (3)

Focuses on the history of the United States from the 1860s to the present with emphasis on major social and cultural trends and movements. Topics include impact of race and ethnicity, rise of the New South, role of -political ideologies, reform and labor movements, and migration and immigration. The history of ordinary people is stressed. [HIPL] [HAT] [AH]

HIST 123 WORLD HISTORY OF ART (3)

Student explore human creations inspired by the natural world, love and religion. Students are introduced to the iconography and the artistic connections between global cultures, including those of Africa, Asia and Europe. Incorporating the printed works of critics and historians, museum pieces, archaeological evidence and electronic media, this course teaches students how to interpret an image as a primary source document, emphasizing the political, religious and urban contexts of artistic creation. [HIPL] [HAT] [AH] [GD]

HIST 197 CONFLICTS IN HISTORY (3)

History is an ongoing inquiry and debate, rarely—if ever—set in stone. Introduces students to the major themes of history and the ingredients of the discipline. Presents a selection of major human conflicts of the past 3,000 years and the historical debates they have inspired. Students discover the roots and consequences of American, European or world conflicts in history, using primary sources to hear the actors in their own words. Leads to discovery that many of the problems of the past still have effects in the present. [HIPL] [HAT] [AH] [GD]

HIST 204 AFRICAN AMERICAN HISTORY TO 1865 (3)

Examines African American history before 1865, including such topics as the North American slave trade, the lived experience of enslaved Blacks, the lives of free Blacks who were not enslaved and the rise of the abolition movement. [AH] [GD]

HIST 205 AFRICAN AMERICAN HISTORY SINCE 1865 (3)

Examines African American history since 1865, including such topics as Reconstruction, the rise of racial segregation and legal White supremacy, Black popular culture, African Americans in all regions of the country and the Long Civil Rights and Black Power movements. [AH] [GD]

HIST 240 EVERYDAY LIVES (3)

Social history illuminates the lives of ordinary people. This skills course introduces the methods of the social historian to the beginning student. Students read examples of

masterful social histories and engage in original research to produce their own depictions of everyday life in a particular period of the past. [HIPL] [HAT] [AH]

HIST 250 DIGITAL HISTORY (3)

Students assess the range and quality of online information about their favorite historical topic. As the projects of amateurs, curators, activists, students, and historians fill the Internet, whose version of the past can we trust? Students engage digital humanities literature and theory, case studies, and map out their topic as it appears on the Web. [AH] [IL]

HIST 290 GREAT ISSUES IN HISTORY (3)

Focusing on a single topic or theme of historical and contemporary interest, this course emphasizes the roots of great issues in history. The course focuses on understanding and applying historical methods, analyzing issues in their broader historical context and analyzing a variety of historical sources. The topic for a given semester appears in the schedule of classes. [HIPL] [HAT] [AH]

Complete Three 300- or 400-level HIST courses (courses not taken to fulfill core requirements; 9 credits)

HIST 306 POPULAR MUSIC IN U.S. HISTORY (3)

Explores popular music's relationship to social, economic and cultural transformations in the United States' history, with a focus on race, gender, class and sexuality. Topics include hip-hop, jazz, Motown, disco, punk, blues, house and club music. [AH]

HIST 308 HISTORY OF AMERICAN BUSINESS (3)

An historical survey of American business and labor from Colonial America to the recent past. [AH]

HIST 310 ANCIENT CIVILIZATIONS (3)

The origins of European civilizations are traced to the societies of the Ancient Near East, Greece and Rome. Special emphasis on the development of complex societies and on such themes as the individual and society; freedom and slavery; and magic, religion and rationalism.

HIST 312 AGE OF REVOLUTIONS (3)

A study of European culture and thought from the Renaissance to the end of the Napoleonic Wars. Special emphasis on the origins and impact of the scientific, industrial, and political revolutions.

HIST 313 EUROPE 1815-1914 (3)

Surveys European history in the 19th century, a time of enormous cultural, social, economic, and political change. Focuses on the dominant powers of Europe—England, France, Germany, and Russia—and examines the impact of new ideologies such as nationalism, liberalism, socialism, and right-wing radicalism. [GD]

HIST 314 WAR IN EUROPE, 1914-1945 (3)

World War I destroyed the institutions and values of traditional European society and ushered in a new era of European history. This course covers the causes, experience and impacts of World War I and World War II; the rise of extremist ideologies in the interwar era; the Holocaust, and the development of modernism in European society in the years up to 1945. [HIPL][GD][AH]

HIST 315 EUROPE SINCE 1945 (3)

This course examines all aspects of European history since 1945, focusing on trends and issues in both western and eastern Europe. [HIPL] [HAT] [AH]

HIST 316 BLACK EUROPE (3)

What were the roles Black people played in Europe's modern history? Why do they remain absent from the way people characterize the continent's history? This course takes a deep dive into the stories of men and women of African descent who contributed to European politics and culture, or subverted norms, since the French revolution. Students will use biographies and autobiographies, fiction, film, and the words of historical figures themselves to discover the extraordinary agency of Black women and men who left their mark on Europe and its colonies. [AH] [GD]

HIST 321 AMERICA SINCE 1940 (3)

Examines the United States from 1940 to the 21st century and explores such topics as the Cold War, suburbanization, the civil rights movement, feminism, LGBT activism, the war in Vietnam, deindustrialization, the New Left, the New Right, the War on Drugs, the AIDS crisis, the War on Terror, electoral politics and more. [AH] [GA] [DP]

HIST 324 MODERN CHINA (3)

Introduces the changes and continuities of modern China since 1860. Students learn to apply their knowledge of Chinese history and historical methodology to analyze current affairs. Students read and analyze primary and secondary sources of modern China and engage in original research to construct their own analysis of one aspect of modern Chinese history. [HIPL] [AH] [GD]

HIST 325 PRISONS AND POLICE IN U.S. HISTORY (3)

Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to

meet major requirements in the BS in Criminal Justice. [GD]

HIST 326 MODERN JAPAN (3)

Explores the historical transformation that has led to the development of modern Japan from the slow decline of the Tokugawa shogunate in the 19th century to present. Covers such topics as the fall of the Tokugawa order; Meiji Restoration and Japan's rapid modernization; the rise of Japanese imperialism and its demise through the Pacific War, and Japan's post-war development in political, economic, social and cultural realms. While developing critical-thinking and communication skills, students also learn to apply their knowledge of Japanese history to analyze an aspect of modern Japanese life. [GD] [AH]

HIST 328 MODERN KOREA (3)

Introduces the making of modern Korea over the last two centuries, the tumultuous times that eventually created the two Koreas of today. Examines how Korea changed from an agricultural kingdom to two distinctive Koreas: urban, industrialized and democratic South Korea and communist North Korea. Examples of topics include: changes in Korea Confucianism; Korea's reaction to the 19th century imperialism; impacts of the Japanese colonial rule (1910-1945); establishment of two Koreas, and the two Koreas' place in the 21st century world. [GD] [AH]

HIST 330 IMMIGRATION AND LAW IN U.S. HISTORY (3)

Provides a chronological overview of the history of immigration to the United States to demonstrate the centrality of immigration to U.S. history. Through examination of the key immigration and naturalization laws and their context, students will see how current discussions on immigration are deeply rooted in centuries-long legal and cultural debates about who is allowed into the country and what it means to be an American citizen. In addition, students will look at the changing immigration patterns and the historical causes and contexts that brought different groups of immigrants to the U. S. at different times, narrating the history of the global U.S.

HIST 335 RACE, GENDER, SEXUALITY AND THE LAW IN U.S. HISTORY (3)

This course examines how race, gender, and sexuality have historically shaped and been shaped by societies, legal systems and political structures in the United States from the colonial era to the present. By analyzing key historical events, legal cases, legislation and social movements, the course investigates how these categories have functioned as both sources of self-identity and collective belonging, as well as catalysts for cultural and political conflict and changes. It also considers how race, gender and sexuality have been constructed and regulated through government policies and legal frameworks. Through critical legal theories and scholarly debates, students will explore the evolving application of law in reinforcing and challenging social hierarchies, gaining a nuanced understanding of the intersections of identity, justice and legal systems in the United States.

HIST 340 AMERICAN LEGAL HISTORY (3)

A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the analysis of original legal documents and materials.

HIST 344 WORLD WAR II (3)

A comprehensive study of the origins, events, and effects of the 20th century's second experience in total war.

HIST 345 POLITICS IN U.S. HISTORY (3)

Examines lawmakers, political parties and protest movements from the United States' founding to today with a focus on such legislative developments as the Constitutional Convention, laws to both protect and limit slavery before the Civil War, the Reconstruction amendments, Progressive-era and New Deal legislation to regulate business and the social safety net, civil rights legislation of the 1960s and '70s and competing efforts to limit and expand civil rights legislation and corporate regulations from the 1980s to the 21st century [GD]

HIST 350 HISTORY OF U.S. FOREIGN RELATIONS (3)

Ever since the 1890s, the foreign policy of the United States has profoundly affected the lives of its own citizens as well as that of many others around the world. This course examines major international events of the past 120 years and the way in which the United States has led and/or responded to them. It also examines different approaches in the study of U.S. foreign relations to broaden the analytical framework of the study of the field. This course, thus, helps expand students' understanding of U.S. history as well as that of the world around it. It also helps them to better understand the globalizing world in which they live, the relevance of U.S. foreign relations to their lives, and their own potential as agents of change. [AH][GD]

HIST 354 HISTORY OF GERMANY (3)

A study of Germany from unification to the present, with an emphasis on German politics, society and economics before 1933, the rise and fall of National Socialism, the division of Germany after World War II and the unification of Germany in 1990.

HIST 360 DARWIN, MARX, NIETZSCHE AND FREUD (3)

Examines the most controversial thinkers of the 19th century in the context of European imperialism and the Industrial Revolution. The course also brings to light the professional and political achievements of European women in the second half of the 19th century. [AH]

HIST 364 CIVIL RIGHTS IN U.S. HISTORY (3)

Explores how legal institutions, leaders and grass-roots movements in the United States

have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status and more. [AH] [GD]

HIST 375 CIVIL WAR AND RECONSTRUCTION (3)

A social and political study of the era of disunion and reunion, 1848-1877, with special emphasis on the causes of the conflict and its impact on race relations, national institutions, and the Southern states.

HIST 380 THE CHESAPEAKE WORLD (3)

The Chesapeake Bay is the largest estuary in America and a complex ecosystem that has served as a "protein factory" for thousands of years. The Bay's human history includes the Powhatan, the Piscataway, the Nanticoke, the first permanent English settlement in North America, and the first enslaved Africans. This course examines the environmental history of the Chesapeake, the effect of human settlement on its biodiversity, and the ways that history helps us make ethical choices about the future of the bay.

HIST 381 AMERICAN CITIES (3)

Urbanization as a major theme in American history, beginning with the establishment of American cities and ending with contemporary urban life. Topics include city and the frontier; the premodern city; the emergence of industrial cities; urban transportation networks; immigrants, bosses and reformers; the emergence of urban institutions; the growth of suburbia; and the urban crises of the 1960s. [AH]

HIST 382 HISTORY OF BALTIMORE (3)

Social and economic changes that took place in American cities. Emphasis is placed on a detailed study of Baltimore as it exemplified changes taking place during the period. Major themes are industrialization and racial and ethnic diversity. [GD]

HIST 385 U. S. WOMEN'S HISTORY (3)

Using case studies, this course examines the changing roles of women in American society. Topics such as family, work, education, sexuality and women's rights are explored. Emphasis is placed on both the variety of women's experiences and the evolving concerns and position of American women as a group. [AH]

HIST 390 FILM AND HISTORY (3)

A close study of historic events, people, and issues as interpreted and presented in visual media, primarily feature films, documentaries, or television series. Historical subject and type of media program varies from semester to semester. May be repeated for credit when the topic changes. [AH] [GD]

HIST 391 HISTORY OF FASHION (3)

A history of fashion, fashion designers and the global fashion system from the 19th century to the present. Topics include the iconic designers, the history of African-American fashion, fashion and gender, and how people have consumed fashion. [AH] [GD]

HIST 396 INTRODUCTION TO PUBLIC HISTORY (3)

A survey of the professional applications of historical analysis in settings outside academe focusing on the practice of history in museums, archives, historical societies and preservation. Guest speakers and site visits are featured. [TF]

HIST 434 CONSTITUTIONAL HISTORY (3)

A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 GREAT TRIALS IN HISTORY (3)

A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco-Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 HISTORY OF COMMON LAW (3)

A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

HIST 445 TOPICS IN THE HISTORY OF RELIGION (3)

Intensive study of particular topics in the history of religion, ranging from Christianity and Judaism to Eastern religions or American religious history. Topic varies depending on the interests of the faculty and students. May be repeated for credit when the topic changes.

HIST 460 THE COLD WAR, 1945-1990 (3)

For almost half a century following World War II, the United States and the Soviet Union engaged each other and their respective allies in an epoch-making global confrontation known as the Cold War. This course explores the origins, evolution and effects of that conflict and its role in shaping modern history. Topics include the nuclear arms race, the series of crises involving Berlin, the U-2 affair, the Cuban missile crisis, related conflicts in Southeast Asia, détente, impact on American culture and more.

HIST 466 HISTORY OF AFRICA (3)

Studies in African history from early cultures to the late 19th century.

HIST 477 TECHNOLOGY AND HISTORY (3)

Selected topics in the cause-and-effect relationship of technological developments on societies in various historical periods.

HIST 490 INTERNSHIP (1 - 3)

Provides an opportunity to gain experience in the practical application of historical analysis through work assignments with the appropriate historical and related cultural agencies. The course instructor and staff at each agency supervise the student's participation. Course is eligible for a continuing studies grade. prerequisite: approval of the instructor

HIST 492 INDEPENDENT STUDY (1 - 3)

Provides for individual work in research. prerequisites: presentation of a research proposal to the program director and permission of the program director.

HIST 496 SEMINAR IN PUBLIC HISTORY (3)

Students research and present a major project on a selected topic in public history. Projects are based on collaboration with external organizations or groups.

HIST 497 SPECIAL TOPICS IN HISTORY (3)

Intensive exploration of topics in history of mutual interest to faculty and students. Content varies according to the interests of the faculty and students. The topic studied appears under that name in the class schedule

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

To be eligible for graduation, UBalt undergraduate students must complete 38 credits of general education as well as five courses that meet graduation requirements criteria specified in the UBalt Learning Goals.

The categories included in the General Education group are the following:

- Arts & Humanities [AH] (6 credits)
- Upper-Division Ethics [UETH] (3 credits)
- Biological & Physical Sciences [BPS] (3 credits)
- Biological & Physical Sciences Lab [BPSL] (4 credits)
- English Composition [COMP] (3 credits)
- English Composition, Upper Division [UCOMP] (3 credits)
- Mathematics [MA] (3 credits)
- Social & Behavioral Sciences [SBS] (6 credits)
- General Education Electives [ELECGE] (7+ credits)

The categories included in the Graduation Requirements group are the following:

- Global Awareness and Diverse Perspectives [GD]

- Information Literacy [IL]
- Oral Communication [OC]
- Technological Fluency [TF]
- Capstone Experience

There are numerous courses in our proposed major that fulfill general education and graduation requirements. Please see the course descriptions for those certified by the University as meeting specific requirements.

This allows students enrolled in the program to fulfill at least 6 credits towards their degree as well as their General Education and Graduation Requirements, leaving 32 credits for the student to fulfill by selecting courses of interest. We chose not to include other specific courses, as students should have the ability to complete courses in disciplines that are most appropriate to their personal, professional, or academic interests, as appropriate in an institution such as The University of Baltimore. This choice also helps students transferring into the University by accepting as many General Education and Graduation Requirement courses as possible, therefore reducing the number of credits necessary beyond the program requirements.

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

Not applicable.

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

Not applicable.

G.8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

UBalt's website is a valuable resource providing students with up-to-date information, including details about program curricula, course and degree requirements, expected technology competencies and skills for each degree, technical equipment prerequisites for courses, academic support services, available financial aid resources, comprehensive cost breakdowns, and payment policies. Students can also access information about our state-of-the-art learning management system (LMS), Canvas, which serves as a vital platform for their educational journey.

Additionally, Canvas provides a range of student tutorials to assist with LMS navigation, ensuring students can make the most of its features. Moreover, individual courses can offer resource materials through this platform, further enhancing the learning experience. Our commitment to student success extends to ensuring accessibility. The University's Office of Disability and Access Services maintains a dedicated website and physical office with regular office hours. UBalt also provides access to video and audio technologies to assist students who

require accommodation.

The Division of Student Support and Access Services, along with the Bogomolny Library, offer a variety of academic and other support services, including access to counselling resources, available 24/7, to foster the overall well-being of students at UBalt. The Office of the Dean will work with the website content manager to ensure that the LPH curriculum is developed and regularly maintained. The catalogue will be revised to reflect the new program requirements, and an updated Guide to Graduation for the B.A. in LPH will be provided.

Information about course formats and technology assumptions, as well as any equipment requirements, will be available to students in the course schedule. Each student will receive a syllabus that outlines student learning outcomes, course format, technology needs, and campus resources. These resources include the Office of Disability and Access Services, the Academic Support Center (which has a Writing Center), and the Office of Technology Services.

The faculty of the LPH program can offer the additional assurance that students will be provided with clear, complete and timely information related to their pursuit of the LPH degree at UBalt through their interactions with their instructors. The faculty of the LPH program are experienced educators who follow the standard practices of the University, thus assuring that degree requirements, course schedules, faculty office hours, access to technology, understanding of course modalities and alternatives will not only be available through UBalt platforms but as the main point of contact for students, faculty will be attentive to such needs.

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

The program director will communicate with the YGCAS and UBalt marketing departments to ensure that any marketing materials, such as program fact sheets and webpages, reflect the new curriculum. See above for information about the catalogue and website. The catalogue is updated annually and posted online, in addition to the routine program web page updates.

H. Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

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

Faculty in the proposed Program have already reached out to, and have had exchanges with, Anne Arundel Community, Harford Community College, and Montgomery Community College for articulation with their A.A. degrees. An articulation agreement from Anne Arundel will be attached to this document for final USM approval.

The LPH Program is within the scope of Accelerated BA-MS programs within the University of Baltimore, as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with a GPA of 3.5 or higher, with at least 15 credits earned at UBalt, and meeting the admission standard of the intended graduate program for the

accelerated option is allowed to take up to 9 graduate credits and double count them towards their graduate degree. The following UBalt graduate programs are currently available to students as options for accelerated degree completion in one or more of our current programs.

- J.D. in Law
- M.A. in Legal Studies
- M.S. in Conflict Negotiation and Conflict Management
- M.A. in Global Affairs and Human Security
- M.P.A. in Public Policy

LPH faculty are currently working on a Memorandum of Understanding with the UBalt law school regarding Early Entry pathways from LPH to the UBalt law school.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

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

The University of Baltimore has the necessary faculty to successfully deliver the LPH curriculum without any additional resources. There are five tenured professors and one full-time contract professor in the Yale Gordon College of Arts and Sciences (YGCAS) committed to the LPH program (Joshua Davis, Justin Hollimon, Nicole Hudgins, Joshua Kassner, Steven Scalet, and Boram Yi) to deliver the courses. Three hold PhDs in history (Davis, Hudgins, and Yi), two hold PhDs in philosophy (Kassner and Scalet), two also hold JDs (Hollimon and Kassner), and one also holds an MA in economics (Scalet). Adjunct and affiliated faculty include Jason Trumpbour (law and history), Michael Moran (law), Domonique Flowers (law and history), and Daniel Jenkins (applied ethics), who share expertise in related fields. Additionally, the scholarship of the faculty is united by efforts to seek a humanistic and critical understanding of the social, political, and legal practices, principles, and institutions that shape and govern our shared lives. The LPH curriculum can be fully delivered and administered through its existing faculty, though growth in the program may necessitate future hiring.

Name	Degree	Rank	Status	Field	Courses Taught
Joshua Davis	PhD	Associate Professor	Tenured	History	History, Legal Studies
Domonique Flowers	JD/MA	Adjunct Professor	Part-time	Law/History	History, Legal Studies
Justin Hollimon	JD	Lecturer	Full-time	Law	Legal Studies

Nicole Hudgins	PhD	Professor	Tenured	History	History, Legal Studies
Daniel Jenkins	MA	Adjunct	Part-time	Philosophy	Philosophy
Joshua Kassner	PhD / JD	Professor	Tenured	Philosophy / Law	Philosophy, Legal Studies
Michael Moran	JD	Adjunct Professor	Part-time	Law	Legal Studies
Steven Scalet	PhD / MA	Professor	Tenured	Philosophy / Economics	Philosophy
Jason Trumpbour	PhD / JD	Adjunct Professor	Part-time	History / Law	Legal Studies, History
Boram Yi	PhD	Associate Professor	Tenured	History	History, Legal Studies

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

a) Pedagogy that meets the needs of the students

The University of Baltimore provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as for example, Coursera, EdX, etc. The faculty is also afforded various opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy. In addition to access to such formal professional development, the faculty of LPH and its constituent disciplines regularly engage in critical assessment of their teaching, seeking both rigor and effectiveness.

b) The learning management system (LMS)

The University of Baltimore periodically provides necessary training in its Learning Management System, Canvas, through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

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

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

J.1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The program does not require additional library resources beyond those already provided by the University of Baltimore's Bogomolny Library, which provides an adequate level of access to relevant academic, peer-reviewed resources such as journals and conference proceedings. In addition, students will have access to the Law Library located in UBalt's Angelos Law Center, one of only two law libraries in the state and one with multiple reference librarians specializing in legal research who are available to work with undergraduate students.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

K.1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The University of Baltimore's current facilities provide excellent conditions for students in the proposed Program. Students will have access to multiple computer labs. The instructors' stations in our classrooms are adequately equipped for face-to-face instruction, and they have up-to-date IT infrastructure. The University provides students with loaner laptops whenever they need them.

K.2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

- a) *An institutional electronic mailing system, and*
- b) *A learning management system that provides the necessary technological support for distance education*

The University of Baltimore provides every student with an email address, access to our learning management system (Canvas), and free access to Office 365 software (Word, Excel and PowerPoint). All faculty and credit-earning students are provided with an institutional e-mail account that integrates with the institution's learning management system. We will use Canvas to deliver material that is supplemental to our face-to-face instruction, such as peer-reviewed articles, videos related to topics discussed during meetings, and step-by-step tutorials.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR13B.02.03.14)

L.1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

The Yale Gordon College of Arts and Sciences projects modest growth in this program over the next several years. We assume a 2% growth in enrollments, along with a 2% growth in tuition

revenue. Also assumed is a mix of 3:1, full-time to part-time students, based on historical data.

Table 1: Program Resources					
Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Tuition and Fee Revenue (c + g below)	\$1,713,180	\$1,791,130	\$1,871,512	\$1,954,393	\$2,039,841
a. Number of F/T students	60	61.5	63	64.5	66
b. Annual Tuition/Fee Rate	\$24,474	\$24,963	\$25,463	\$25,972	\$26,491
c. Total F/T Revenue (a*b)	\$1,468,440	\$1,535,254	\$1,604,153	\$1,675,194	\$1,748,435
d. Number of P/T students	20	20.5	21	21.5	22
e. Credit Hour Rate	\$1,020	\$1,040	\$1,061	\$1,082	\$1,104
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$244,740	\$255,876	\$267,359	\$279,199	\$291,406

L.2. Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

The college is not requesting any additional resources at this time. The expenses model below assumes no COLA or merit pay.

Table 2: Program Expenditures					
Resource Categories	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
1. Faculty (b + c below)	\$809,097	\$809,097	\$809,097	\$809,097	\$809,097
a. Number of FTE	5.67	5.67	5.67	5.67	5.67
b. Total Salary	624,411.31	\$624,411	\$624,411	\$624,411	\$624,411
c. Total Benefits	\$184,685	\$184,685	\$184,685	\$184,685	\$184,685
2. Admin Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. Number of FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Technical Support and Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0

6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$0	\$0	\$0	\$0
Total (Add 1 through 7)	\$809,097	\$809,097	\$809,097	\$809,097	\$809,097

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

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

The University has a shared governance process for curriculum approval. Both new courses and new programs are required to submit student learning outcomes (SLOs), which are then evaluated by faculty curriculum committees, plus staff in the deans' and provost's office.

The assessment of program student learning outcomes is faculty driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the Yale Gordon College of Arts and Sciences.

Faculty are evaluated annually by their supervisor and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals.

All courses undergo student evaluation using the college-wide software tool Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

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

Student learning outcomes are assessed over a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated by faculty, reviewed by programs, and affirmed by the Yale Gordon College of Arts and Sciences as a whole. Retention is a key metric of the quality of our courses, and faculty and retention data are reviewed on an ongoing basis, as are student evaluations of faculty. These evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback. As we implement the new curriculum, we have created a new assessment plan. Embedded assessments will be deployed beginning in Fall 2026 for the new program goals and the faculty will use this data to drive curriculum improvement.

Assessment for the new major will involve two program SLOs and two additional separate SLOs for each track. For the core program requirements, we will assess one core SLO per year. Faculty will assess core SLOs using a rubric that can apply to all Legal Studies, Philosophy and Law, and History and Law courses offered in the core requirements. To ensure consistency and comparability across disciplines, we will develop a common rubric aligned with program SLOs. We will rotate faculty assessors using a numerical rubric to indicate levels of student accomplishment. Track SLOs would be assessed by faculty teaching in that track.

Faculty in the new program will have opportunities to discuss where learning objective results are the strongest and where they are weakest, create focused adjustment plans going forward, and measure the effects of adjustments. The previous versions of the programs have had good experience with that process. In that way, a virtuous cycle helps faculty to continuously improve the courses and the program as a whole, in alignment with program goals.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

The University of Baltimore is a diverse institution, with an average undergraduate age of 31.5 and a majority-minority undergraduate population. The university’s most recent data show that 51 percent of UBalt undergraduates are African American, 5 percent are Latino, 5 percent are Asian, and 32 percent are white, with a total 62.1 percent of students who are underrepresented minorities. In addition, 66 percent of our undergraduates receive Pell Grants.⁶

The University serves non-traditional students, which includes many working adults. UBalt’s current strategic plan underlines the importance of diversity, equity, and inclusion, and one of the strategic goals is specifically to strengthen UBalt’s commitment to these core values. The LPH program will positively advance the State’s Minority Student Achievement Goals by serving these students’ pathways for professional success in the Maryland region and beyond.

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

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

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

P.1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Not applicable.

P.2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Not applicable.

⁶ *The University of Baltimore Factbook 2025*, 58, <https://www.ubalt.edu/about/offices-and-services/institutional-research/ubreporting.cfm>; additional analysis completed by The Office of Institutional Effectiveness with data supplied by The Office of Financial Aid.

AAS PARALEGAL STUDIES TO BA LAW PHILOSOPHY HISTORY
Articulation Agreement

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**ACADEMIC PROGRAM ARTICULATION AGREEMENT BETWEEN
ANNE ARUNDEL COMMUNITY COLLEGE
AND
UNIVERSITY OF BALTIMORE REGARDING TRANSFER FROM A.A.S.
PARALEGAL STUDIES TO BA LAW, PHILOSOPHY, HISTORY**

This Academic Program Articulation Agreement ("Agreement") is entered into by and between Anne Arundel Community College (the "Sending Institution") and University of Baltimore (the "Receiving Institution") (collectively, the "Institutions") to facilitate the transfer of academic credits from A.A.S. Paralegal Studies (55990, 2203021) at Anne Arundel Community College, for the completion of BA Law, Philosophy, History at the University of Baltimore (the "Program(s)").

A. Qualifying Students

This Agreement pertains to the transfer of "Qualifying Students", *i.e.*, those students who:

1. Have successfully completed the program at the Sending Institution;
2. Are enrolled in the Sending Institution, in good standing; and
3. Are accepted for admission to the Receiving Institution

B. Responsibilities of the Institutions

The Institutions agree to implement the transfer of Qualifying Students in accordance with applicable law and the following requirements and protocols:

1. A Qualifying Student may transfer into from the Transferring Institution into the Receiving Institution for the completion of the Program.
2. Courses that the Receiving School will accept credits for towards completion of the Program include:

Sending Institution Course			Receiving Institution Comparable Course			
Course number	Course name	credits	Course number	UBalt Equivalency	Credits	Applied to
ENGL 101 or 101A	Academic Writing & Research 1	3	WRIT 101	College Composition	3	Gen Ed Writing Comp
ENG 102	Academic Writing & Research 2	3			3	Gen Ed AH
MAT 100	The Nature of Mathematics	3			3	GE Mathematics

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC.

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Articulation Agreement

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Sending Institution Course			Receiving Institution Comparable Course			
Course number	Course name	credits	Course number	UBalt Equivalency	Credits	Applied to
	Ged Ed Wellness	3		Depends on course chosen	3	GE Elective
	Biological & Physical Sciences - Lab	4		Depends on course chosen	4	Gen Ed Lab Science
	GE Social Behavioral Sci	3		Depends on course chosen	3	Gen Ed SBS
LGS 271	Civil Rights Law	3			3	Gen Ed AH
LGS 111	Introduction to Paralegal Studies	3			3	General Elective
LGS 112	Law Office Practice and Technology	3			3	General Elective
LGS 141	Electronic Legal Research	1				
LGS 143	Legal Research & Writing 1	3			3	General Elective
LGS 144	Legal Research & Writing 2	3			3	General Elective
LGS 170	Civil Procedure	3			3	General Elective
LGS 171 or LGS 160	Tort Law or Domestic Relations	3			3	General Elective
LGS 210	Legal Ethics	3			3	General Elective
LGS 215	Criminal Law	3			3	Elective SBS
LGS 253	Business Law	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
LGS Elective	Depends on course chosen	3			3	General Elective
General Elective	Depends on course chosen	1				General Electives
	Total Credits	60				

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AAS PARALEGAL STUDIES TO BA LAW PHILOSOPHY HISTORY
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Additional Courses to complete Bachelor of Arts				
Core requirements (18 credits)	LEST 401 or LEST 402	Legal & Ethical Foundations or Legal Research & Analyses	3	Major LEST 402- Information Literacy
	LEST 403 or 412	The Trial Process or Law and Society	3	Major LEST 403 - Oral Communication
	PHIL 101 or PHIL 140 or PHIL 150	Introduction to Philosophy or Contemporary Moral Issues or Critical Thinking & Arguments	3	Major, Gen Ed Ethics - PHIL 140, Gen Ed AH - all three PHIL
	PHIL 200 or PHIL 480	The Nature & Purpose of Law or Philosophy, Law, and Current Events	3	Major
	HIST 325 or HIST 330	Prisons and Police in US History or Immigration and Law in US History	3	Major HIST 325- Global Awareness or Diverse Perspectives
	HIST 335 or HIST 364	Race, Gender, Sexuality and the Law in US History or Civil Rights in US History	3	Major HIST 364- Gen Ed AH; Global Awareness or Diverse Perspectives
Legal Studies Track requirements (18 credits)			3	Major
	LEST 498	Capstone Project	3	Gen Ed Capstone, Major
	15 credits of LEST electives		15	Major
			3	Major
			3	Major
Law & Philosophy Track			3	Gen Ed Capstone, Major

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC

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requirement ♦18 credits)				
	PHIL 499	Capstone in Philosophy, Law, & Ethics	3	Gen Ed Capstone, Major
	15 credits of PHiIi electives		3	Major
Law& History track requirement ♦18 credits)	HIST 295	The Historian's Toolkit	3	Major Information Literacy
	HIST 495	Senior Seminar in History		Major Capstone
	12 credits of HIST electives		12	
	Non-lab Science	Depends on course chosen	3	
	Art	Depends on course chosen	3	ART 121 Recommended
	WRIT 300	Composition and Research	3	Gen Ed Writing for the Professions
General Electives			15	COSC 100 recommended for Technological Fluency
	total		60	

*Receiving Institution must indicate if course is applied to General Education, Program/Major requirements, or General Elective.

1. Additional Academic and Admission Requirements:

- Students must complete their final thirty (30) credits with UBalt
- All courses designated as applying to the Major must have a grade of "C" or better.
- Students must complete 120 credits to earn the B.S. Artificial Intelligence for IT Operations.

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- Students must meet the academic requirements and policies as published in the catalog for the year they first enroll at UBalt; and for subsequent catalog years should they discontinue their studies at UBalt.
3. The Receiving Institution shall designate, and shall provide to the Sending Institution, the contact information for a staff person at the Receiving Institution who is responsible for the oversight of the transfer of Qualifying Students. The Sending Institution shall designate, and shall provide to the Receiving Institution, the contact information for a staff person at the Sending Institution who is responsible for the oversight of the transfer of Qualifying Students.

	Sending Institution	Receiving Institution
Name of staff person responsible for oversight	Marcus Wright	Artjona Adeoye
Title of staff person	Director of Transfer, Articulation and Career Alignment	Transfer Program Coordinator
Email address	Mwright22@aacc.edu	aadeove@ubalt.edu
Telephone Number		410.837.6677

Should the staff person or position change, the institution will promptly provide new contact information to the partner institution and inform the Maryland Higher Education Commission of the change.

Additional contact information:

	Sending Institution	Receiving Institution
Name of person	Marcus Wright	Artjona Adeoye
Title of person	Director of Transfer, Articulation and Career Alignment	Transfer Program Coordinator
Email address	Mwright22@aacc.edu	aadeoye@ubalt.edu
Telephone Number		410.837.6677

4. If the Qualifying Student is using federal Title 38 VA Education Benefits (GI Bill® Education Benefits), the Institutions shall adhere to all applicable U.S. Department of Veterans Affairs' regulations, including the regulations governing the awarding prior credit,

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as regulated under Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(c)(4).

5. Each Institution shall adhere to all applicable transfer requirements set forth in the Annotated Code of Maryland and the Code of Maryland Regulations.
6. Each Institution shall advise students regarding transfer opportunities under this Agreement, and shall advise students of financial aid opportunities and implications associated with the transfer.
7. Should either Institution make changes to program requirements, the institution will inform the partner institution immediately. The articulation agreement should be updated to reflect the changes and forwarded to the Maryland Higher Education Commission.

C. Term and Termination

1. This agreement shall be effective on the date that it is signed by the appropriate and authorized representatives of each Institution.
2. Either Institution may, at its sole discretion, terminate this Agreement upon delivering 7 days written notice to the other Institution and the Maryland Higher Education Commission.
3. Both Institutions agree to meet once every 5 year(s) to review the terms of this agreement.

D. Amendment

1. This Agreement constitutes the entire understanding and agreement of the Institutions with respect to their rights and obligations in carrying out the terms of the Agreement, and supersedes any prior or contemporaneous agreements or understandings.
2. This Agreement may be modified only by written amendment executed by both Institutions.

E. Governing Law

This Agreement shall be governed by, and construed in accordance with, the laws of the State of Maryland.

F. Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

Articulation Agreement Template is provided by the Maryland Higher Education Commission (MHEC) and is a resource for institutions. This template is not legal advice. Institutions should consult their own legal counsel regarding articulation agreements and other agreements, contracts, or institutional policies. Please provide a copy of all institutional articulation agreements to MHEC

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G. Notice of Agreement

1. The Institutions agree to provide a copy of this Agreement, with any amendments, to the Maryland Higher Education Commission.
2. The Institutions agree to provide copies of this Agreement to all relevant individuals and departments of the Institutions, including but not limited to students, academic department chairs participating in the transfer, offices of the president, registrar's offices, and financial aid offices.

H. No Third-Party Beneficiaries

There are no third-party beneficiaries to this Agreement.

I. Representations and Warranties of the Parties

Both Institutions represent and warrant that the following shall be true and correct as of the Effective Date of this Agreement, and shall continue to be true and correct during the term of this Agreement:

1. The Institutions are and shall remain in compliance with all applicable federal, state, and local statutes, laws, ordinances, and regulations relating to this Agreement, as amended from time to time.
2. Each Institution has taken all action necessary for the approval and execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Anne Arundel Community College

By: _____

Name
President or Chief Academic Officer

Date

University of Baltimore

By: 
Ralph O. Mueller
Chief Academic Officer

Date

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Revisions to Section C7 of the Policy on Appointment, Rank, and Tenure of Faculty

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: The Policy on Appointment, Rank, and Tenure of Faculty was last amended in June 2024. In the process of those revisions, the Council of University System Faculty (CUSF) expressed concerns with Section C.7. of the policy, which addresses termination of tenured or tenure-track faculty. CUSF asked for a workgroup to review this section and propose revisions. The workgroup was convened in Spring 2025 and consisted of 3 CUSF members, 2 provosts, and an associate provost.

The workgroup submitted their proposed revisions, which were reviewed by the Office of the Attorney General. The enclosed revisions reflect the work of both entities. The proposed amendments are being made after substantive conversations with elected graduate student representatives on the USMSC, provosts and presidents,

The proposed amendments provide clarification on the options for a hearing, the role of the chief executive officer, compensation after Notice of Termination, and the appeal process.

ALTERNATIVE(S): The Regents may not approve the revisions or may suggest alternative revisions.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the proposed revisions to the policy.

COMMITTEE ACTION:	DATE: December 3, 2025
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BOARD ACTION:	DATE:
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SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu; 301-445-1992

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) by an impartial hearing officer appointed by the chief executive officer; 2) or a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review. Upon receipt of ~~the~~ a Notice of Termination, the appointee shall have thirty calendar ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than thirty calendar ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, or faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

~~The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). Prior to the chief executive officer's Final Decision, either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly.~~ shall communicate their Final Decision in writing to the appointee and, where applicable, the hearing officer or board within ten business days. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

(b) Pending the Final Decision, ~~Under~~ exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of ~~his or her~~ their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

(f) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at

his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. ~~Parties~~ All individuals participating in ~~to these actions~~ should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.

If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) an impartial hearing officer appointed by the chief executive officer; 2) a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. Upon receipt of the Notice of Termination, the appointee shall have ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). Prior to the chief executive officer's Final Decision, either party to the hearing may request an opportunity for oral argument before the chief executive officer. The chief executive officer shall communicate their Final Decision in writing to the appointee and, where applicable, the hearing officer or board within ten business days.

(b) Pending the Final Decision, under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

(f) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. All individuals participating in these actions should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.



II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY

(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005 {1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016; Amended June 14, 2024)

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY

A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full-time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.
2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.
3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action and shall be widely publicized within the institution.
4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution or designee.
2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include System-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

At the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure-track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.
2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Instructor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An

instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.
4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that

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tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment.

Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for cause involving moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing in a Notice of Termination, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by either: 1) an impartial hearing officer appointed by the chief executive officer; 2) or a faculty board of review as provided for by the relevant institutional policy body; or 3) the chief executive officer with the consent of the chief executive officer. ~~With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review.~~ Upon receipt of ~~N~~notice of ~~T~~termination, the appointee shall have ~~thirty calendar~~ten business days (defined as any day the university is open for business) to request a hearing. The hearing shall be held no sooner than ~~thirty calendar~~ten business days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer, ~~or~~ faculty board of review or chief executive officer. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. While the hearing officer or board will make a recommendation the final decision regarding termination pursuant to this policy will be made by the chief executive officer (the "Final Decision"). Prior to the chief executive officer's Final Decision, ~~either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly shall communicate their Final Decision~~ in writing to the appointee and, where applicable, the hearing officer or board within ten business days. ~~In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.~~

(b) Pending the Final Decision, ~~u~~Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice, ~~pending a final decision in the termination proceedings~~. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of ~~his or her~~their choice throughout termination proceedings.

(d) The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives the Notice of Termination.

(e) A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of the Final Decision by the chief executive officer.

~~(e)~~(f) Following a Final Decision by the chief executive officer with respect to terminations based upon willful neglect of duty or incompetence, the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time.

8. In the event that the chief executive officer elects to terminate the appointment, the appointee

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may appeal to the Board of Regents pursuant to USM policy II-1.04.

9. PartiesAll individuals participating in to these actions should hold details of all proceedings in the strictest of confidence, unless disclosure is required by applicable law or policy.
- ~~8. If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.~~
- 9.10. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
- 10.11. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is

payable.

- 11.12.** Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
- 12.13.** Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.
- 13.14.** If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.
- 14.15.** Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.
- 15.16.** Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
- 16.17.** The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.
- 17.18.** Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.
- 18.19.** Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A. GENERAL PRINCIPLES

1. The only faculty ranks which may involve a tenure commitment are Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f), and such other ranks as the Board of Regents may

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approve. Appointments to all other ranks, including any qualified rank in which an additional

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adjective is introduced (such as “Clinical Professor” or “Medical School Professor”), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians’ performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.
3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

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1. The criteria for tenure and promotion in the University System of Maryland are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.
2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.
3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University System of Maryland.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

1. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE

(a.) Instructor: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

(b.) Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.

(c.) Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

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(d.) Professor: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

(a.) Assistant Staff Scientist: The appointee shall hold the doctoral degree in the field of specialization and shall have indicated promise of a high degree of ability in research in some subdivision of the field.

(b.) Associate Staff Scientist: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.

(c.) Senior Staff Scientist: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.

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

(e.) Research Associate: The appointee ordinarily should hold the doctoral degree in the field of specialization or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.

(f.) Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer: In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.) Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer: In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.) Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer: In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

3. FIELD FACULTY

- (a.) Associate Agent: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.
- (b.) Faculty Extension Assistant: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.
- (c.) Faculty Extension Associate: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.
- (d.) Agent: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.
- (e.) Senior Agent: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.
- (f.) Principal Agent: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.
- (g.) Assistant Field Professor: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.
- (h.) Associate Field Professor: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.
- (i.) Field Professor: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-

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oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.) Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.) Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.) Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and clinical and professional practice sufficient to establish an outstanding regional and national reputation

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among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

(d.) Clinical Instructor: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) Clinical Assistant Professor: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) Clinical Associate Professor: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) Clinical Professor: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian, curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure-track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

(a.) Librarian I: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.

(b.) Librarian II: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

(c.) Librarian III: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be

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at a level comparable to the rank of Librarian II at the appointing USM institution.

(d.) Librarian IV: This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

6. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UMGC

(a.) Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.

(b.) Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.

(c.) Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.

(d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION

USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(c.) Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

8. ADDITIONAL FACULTY RANKS

(a.) Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

(b.) Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

(c.) Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer) and shall have established a record of teaching excellence and a record of service. Fewer than six years' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(d.) Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(e.) Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable.

(f.) Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

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(i.) Emeritus Faculty Appointments: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) Distinguished University Professor: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

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

(l.) [Institution] Professor: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the provost by the unit head and the dean. This is a non-paid non-tenure track title.

III. APPLICABILITY

- A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.
- B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.
- C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. 1.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs 1 through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs 1 through 14 of this policy shall apply pursuant to paragraph III. A.
- D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall

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specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS



II-1.00 – POLICY ON APPOINTMENT, RANK, AND TENURE OF FACULTY

(Approved by the Board of Regents, April 5, 1989; Amended November 12, 1993; Amended October 6, 1995; Amended April 4, 1997; Amended July 11, 1997; Amended July 10, 1998; Amended December 4, 1998; Amended April 7, 2000; Amended October 27, 2000; Amended December 8, 2000; Technical Amendment September, 2002; Amended February 21, 2003; Amended October 22, 2004; Amended June 22, 2005 {1st Paragraph Page 17 added}; Amended June 20, 2008; Amended April 13, 2012; Amended June 10, 2016; Amended June 14, 2024.)

This policy describes the general criteria and procedures related to faculty personnel actions, which shall apply to all constituent institutions of the University System of Maryland. The specific criteria for the appointment, promotion, and granting of tenure to faculty by constituent institutions are dependent upon institutional mission. Final authority for the appointment, promotion, and granting of tenure of faculty resides in the chief executive officer of the institution, except that the Chancellor has final authority for granting tenure to a president, and the Board of Regents has final authority for granting tenure to a Chancellor.

I. APPOINTMENT OF FACULTY

A. SEARCH PROCESS FOR FULL-TIME FACULTY

1. Each constituent institution and the System Office shall have written procedures to describe the search process for full-time faculty members. These procedures shall anticipate and describe the manner in which all new faculty members will be recruited, including special arrangements for inter-institutional appointments, interdepartmental appointments, and appointments in new academic units. A copy of these procedures shall be filed in the office of the Chancellor.
2. Visiting faculty appointments are usually made for one academic year or less. Only in unusual circumstances shall a visiting appointment exceed a total of three years. A visiting faculty appointee can become a regular appointee only through a search process before or after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines. Years of service in a visiting appointment may, upon mutual agreement of the faculty member and the institution, be counted as probationary years for purposes of consideration for tenure.
3. Search procedures shall reflect the commitment of the institution and the System to equal opportunity and affirmative action and shall be widely publicized within the institution.
4. Faculty review committees are a part of the review and recommendation process for new full-time faculty appointments. In principle, the procedures which lead to faculty appointments should hold to standards at least as rigorous as those that pertain to promotions to the same academic ranks.

B. OFFERS OF APPOINTMENT

1. A final offer of appointment can be made only with the approval of the chief executive officer of the institution or designee.
2. All faculty appointments shall be made to a designated rank and shall be effective on a specific date. Each institution shall develop a standard contract or letter of appointment for each rank and tenure status, which shall be approved by the Office of the Attorney General for form and legal sufficiency. Each institution shall also develop a faculty handbook, which shall include System-wide policies and procedures approved by the Board of Regents and institutional policies and procedures approved by the chief executive officer of the institution that set forth faculty rights and responsibilities. The contract or letter of appointment shall constitute a contractually binding agreement between the institution and the appointee.

C. PROVISIONS RELATED TO APPOINTMENTS, PROMOTION, TENURE, AND PERMANENT STATUS

At the time of initial faculty appointment, the faculty member will be provided with the provisions in this section appropriate to the appointment rank.

1. Adjustments in salary or advancement in rank may be made under these policies, and, except where a definite termination date is a condition of appointment, the conditions pertaining to the rank as modified shall become effective as of the date of the modification. For tenure-track appointments, the year in which the appointee is entitled to tenure review under this policy ("mandatory tenure-review year") shall be specified in the original and subsequent contracts/letters of appointment. Tenure review shall occur in that year unless otherwise agreed in writing by the institution and the appointee. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.
2. Appointments and reappointments to the rank of full-time Instructor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Instructor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Instructor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11.

Tenure in the rank of Instructor can be awarded only by an affirmative decision based upon a formal review. An Instructor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service commencing on or after July 1, 1990, shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place.

The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An

instructor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.

An Instructor with or without tenure may be promoted to Assistant Professor. If an Instructor without tenure is appointed as an Assistant Professor, the provisions of I.C.3 apply to the appointment, except that the appointee's review for tenure must occur no later than the sixth year of continuous full-time employment, commencing on or after July 1, 1990, in the ranks of Instructor and Assistant Professor. Tenure in any rank can be awarded only by an affirmative decision based upon a formal review.

3. Appointments and reappointments to the rank of full-time Assistant Professor without tenure may be for one to three years, provided no appointment without tenure may extend beyond the end of the mandatory tenure-review year. An appointment to the rank of full-time Assistant Professor will be renewed automatically for one additional year unless the appointee is notified in writing to the contrary in accordance with the following deadlines: not later than March 1 of the first academic year of service if the current appointment expires at the end of that year, not later than December 15 of the second academic year of service if the current appointment expires at the end of that year, and not later than August 1 prior to the third or any subsequent academic year of service if the current appointment expires at the end of that year. For appointments beginning at times other than the start of an academic year, the institution may adjust the notice of nonrenewal dates accordingly by specifying such adjustments in the initial contract or letter of appointment. Appointments to the rank of Assistant Professor may be terminated at any time in accordance with paragraphs I.C.6 through I.C.11. Tenure in the rank of Assistant Professor can be awarded only by an affirmative decision based upon a formal review. An Assistant Professor without tenure, whose appointment has been extended to a sixth year of continuous, full-time service shall receive no later than during that sixth year a formal review for tenure. If the institution fails to conduct a tenure review in accordance with the schedule provided in this policy, the appointee is entitled to a further one-year appointment during which the tenure review shall take place. The appointee reviewed for tenure shall be notified in writing, by the end of the appointment year in which the review was conducted, of the decision either to grant or deny tenure. An Assistant Professor who has been reviewed during a mandatory review year, and notified in writing that tenure has been denied, shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for tenure.
4. Appointments or promotions to the rank of full-time Associate Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Associate Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Associate Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

An Associate Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that

tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Associate Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Associate Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. An Associate Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

5. Full-time appointments or promotions to the rank of full-time Professor require the written approval of the chief executive officer of the institution. New full-time appointments to the rank of Professor may carry immediate tenure provided that each such appointee has been formally reviewed for tenure. Otherwise, such appointments shall be for an initial period of one to four years, except that initial appointments for individuals with no prior teaching experience may be for a maximum of six years and shall terminate at the end of that period unless the appointee is notified in writing that he or she has been granted tenure. Promotions to the rank of Professor carry immediate tenure. Consequently, such promotions may only be awarded subsequent to a formal tenure review and an award of tenure.

A Professor who is appointed without tenure shall receive a formal review for tenure during the period of appointment in accordance with the following deadlines. If the appointment is for an initial period of one year, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by March 1 of that year. If the appointment is for two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than December 15 of the second year. If the appointment is for more than two years, then the formal review must be completed, and written notice must be given that tenure has been granted or denied, by no later than August 1 prior to the beginning of the final year of the appointment. For appointments beginning at a time other than the start of an academic year, the institution may adjust the notice of tenure denial dates accordingly by specifying the adjustments in the initial contract or letter of appointment. Appointments to the rank of Professor may be terminated at any time as described under paragraphs I.C.6 through I.C.11.

Tenure in the rank of Professor can be awarded only by an affirmative decision based upon a formal review. If the institution fails to conduct a tenure review and provide the required notice in accordance with the schedule provided in this policy, the appointment (unless it is converted to an appointment with tenure) shall be extended for an additional year, so that the notice required by this section may be provided in full. A Professor who has been notified in writing that tenure has been denied, barring exceptional circumstances, shall receive no further consideration for tenure.

6. A term of service may be terminated by the appointee by resignation, but it is expressly agreed that no resignation shall become effective until the termination of the appointment period in which the resignation is offered except by mutual written agreement between the appointee and the chief executive officer of the institution or designee.

7. (a) The chief executive officer of the institution may terminate the appointment of a tenured or tenure-track appointee for moral turpitude, professional or scholarly misconduct, incompetence, or willful neglect of duty, provided that the charges be stated in writing, that the appointee be furnished a copy thereof, and that the appointee be given an opportunity prior to such termination to request a hearing by an impartial hearing officer appointed by the chief executive officer or a faculty board of review as provided for by the relevant institutional policy body. With the consent of the chief executive officer, the appointee may elect a hearing by the chief executive officer rather than by a hearing officer or a faculty board of review. Upon receipt of notice of termination, the appointee shall have thirty calendar days to request a hearing. The hearing shall be held no sooner than thirty calendar days after receipt of such a request. The date of the hearing shall be set by mutual agreement of the appointee and the hearing officer or faculty board of review. If the chief executive officer appoints a hearing officer or a faculty board of review is appointed, the hearing officer or board shall make a recommendation to the chief executive officer for action to be taken.

The recommendation shall be based only on the evidence of record in the proceeding. Either party to the hearing may request an opportunity for oral argument before the chief executive officer prior to action on the recommendation. If the chief executive officer does not accept the recommendation of the hearing officer or board of review, the reasons shall be communicated promptly in writing to the appointee and the hearing officer or board. In the event that the chief executive officer elects to terminate the appointment, the appointee may appeal to the Board of Regents, which shall render a final decision.

(b) Under exceptional circumstances and following consultation with the chair of the faculty board of review or appropriate faculty committee, the chief executive officer may direct that the appointee be relieved of some or all of the appointee's institutional duties, without loss of compensation and without prejudice, pending a final decision in the termination proceedings. (In case of emergency involving threat to life, the chief executive officer may act to suspend temporarily prior to consultation.)

(c) The appointee may elect to be represented by counsel of his or her choice throughout termination proceedings.

8. If an appointment is terminated in the manner prescribed in paragraph 7 the chief executive officer of the institution may, at his or her discretion, relieve the appointee of assigned duties immediately or allow the appointee to continue in the position for a specified period of time. The appointee's compensation shall continue for a period of one year commencing on the date on which the appointee receives notice of termination. A faculty member whose appointment is terminated for cause involving moral turpitude or professional or scholarly misconduct shall receive no notice or further compensation beyond the date of final action by the chief executive officer or the Board of Regents.
9. The institution may terminate any appointment because of the discontinuance of the department, program, school or unit in which the appointment was made; or because of the lack of appropriations or other funds with which to support the appointment. Such decisions must be made in accordance with standards and procedures set forth in written institutional policies. The chief executive officer of the institution shall give a full-time appointee holding tenure notice of such termination at least one year before the date on which the appointment is terminated.
10. Notwithstanding any other provisions to the contrary, the appointment of any non-tenured faculty member 50% or more of whose compensation is derived from research contracts, service contracts, gifts or grants, shall be subject to termination upon expiration of the research funds, service contract income, gifts or grants from which the compensation is

payable.

11. Appointments shall terminate upon the death of the appointee. Upon termination for this cause, the institution shall pay to the estate of the appointee all of the accumulated and unpaid earnings of the appointee plus compensation for accumulated unused annual leave.
12. Appointments to all other ranks not specifically mentioned in II.A.1 and all part-time appointments are for terms not to extend beyond the end of the fiscal year unless otherwise stipulated in the letter of appointment. Faculty appointed to ranks not specifically mentioned in II.A.1 on a full-time basis for a term not less than one academic year shall receive notice of non-renewal of contract based upon their length of continuous full-time service in such ranks. If such service is less than seven years, at least 90 days' notice is required. If such service equals or exceeds seven years, at least six months' notice is required. If the required notice is not provided prior to the termination of the then-current contract, this condition may be remedied by extending the contract by the number of days necessary to meet the notice requirement.
13. If in the judgment of the appointee's department chair or supervisor a deficiency in the appointee's professional conduct or performance exists that does not warrant dismissal or suspension, a moderate sanction such as a formal warning or censure may be imposed, provided that the appointee is first afforded an opportunity to contest the action through the established faculty grievance procedure.
14. Unless the appointee agrees otherwise, any changes that are hereafter made in paragraphs I.C.1 through I.C.13 will be applied only to subsequent appointments.
15. Compensation for appointments under these policies is subject to modification in the event of reduction in State appropriations or in other income from which compensation may be paid.
16. The appointee shall be subject to all applicable policies and procedures duly adopted or amended from time to time by the institution or the University System, including but not limited to, policies and procedures regarding annual leave; sick leave; sabbatical leave; leave of absence; outside employment; patents and copyrights; scholarly and professional misconduct; retirement; reduction, consolidation, or discontinuation of programs; and criteria on teaching, scholarship and service.
17. Tenure status as a member of the faculty of a constituent institution, held concurrently by the chief executive officer of the University, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Chancellor. Those tenure policies have no bearing upon and do not govern the administrative appointment.
18. Tenure status as a member of the faculty of a constituent institution, held concurrently by the Chancellor of the University System of Maryland, is separate and distinct from the administrative office, and such tenure status is governed by the tenure policies of the relevant constituent institution, except that the final written approval is granted by the Board of Regents. Those tenure policies have no bearing upon and do not govern the administrative appointment.

II. FACULTY RANKS, PROMOTION, TENURE, AND PERMANENT STATUS

A. GENERAL PRINCIPLES

1. The only faculty ranks which may involve a tenure commitment are Professor, Associate Professor, Assistant Professor, Instructor, Distinguished University Professor, Senior Staff Scientist, Associate Staff Scientist, Assistant Staff Scientist, Principal Agent, Senior Agent, Agent, (i.e., II.C. 1a-1d, 2a-2c, 3d-3f), and such other ranks as the Board of Regents may approve. Appointments to all other ranks, including any qualified rank in which an additional

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adjective is introduced (such as “Clinical Professor” or “Medical School Professor”), are for a definite term and do not involve a tenure commitment (i.e., II.C. 2d-2h, 3a-3c, 4a-4g, 5a-5d, 6a-6g).

Notwithstanding anything to the contrary in this policy, faculty in certain ranks may be granted permanent status. The only faculty ranks which may involve a permanent-status commitment are Library II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. Permanent status may not be granted to an individual holding the rank of Librarian I.

Permanent status is defined as continuing employment such that a decision to remove an employee must be made by the President of the campus and must be justified by cause as defined by USM and campus policy. Permanent status is an employment status different from tenure.

Each institution shall develop criteria and procedures for the review process leading to the granting of promotion and/or permanent status to occur no later than the sixth year of continuous full-time employment. An appointee who has been notified that permanent status has been denied shall be granted an additional and terminal one-year appointment in that rank, but barring exceptional circumstances, shall receive no further consideration for permanent status. Permanent status can be awarded only by an affirmative decision based upon a formal review. Individuals who have been granted permanent status under BOR VII-2.15 – POLICY ON LIBRARIANS, which is superseded by this policy, shall retain this status. Appointments of faculty librarians with permanent status may be terminated at any time for cause. Cause shall include moral turpitude, professional or scholarly misconduct, incompetence, and/or willful neglect of duty. In addition to being terminated for cause, faculty engaged exclusively or primarily in library services may be terminated because of the discontinuation of the department, program, school, or unit in which the appointment was made or because of the lack of appropriations or other funds with which to support the appointment. Procedures for termination of faculty librarians with permanent status are those that apply to tenured and tenure-track faculty, as described in I.C.6 through I.C.11.

Appointments of faculty librarians who do not have permanent status may be terminated for cause under policies and procedures that apply to non-tenure track faculty.

Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians’ performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

Every institution shall have written procedures governing the processes on granting promotion and permanent status. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval.

A person appointed to the position of Director shall serve in that capacity at the pleasure of the President or his or her designee, regardless of whether the appointee has at the time of the appointment, or obtains during the appointment, permanent status as a librarian.

2. In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.
3. Institutions should specify in writing to faculty at the time of appointment the length of appointment and the applicable terms and conditions of the appointment with regard to tenure.

B. CRITERIA AND PROCEDURES FOR PROMOTION AND TENURE

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1. The criteria for tenure and promotion in the University System of Maryland are: (1) teaching effectiveness, including student advising; (2) research, scholarship, and, in appropriate areas, creative activities or other activities that result in the generation and application of intellectual property through technology transfer; and (3) relevant service to the community, profession, and institution. The relative weight of these criteria will be determined by the mission of the institution.
2. The activities considered to be within the criteria for promotion and tenure shall be flexible and expansive. The assessment of teaching, research/scholarship/creative activities, and service during the promotion and tenure process shall give appropriate recognition, consistent with the institution's mission, to faculty accomplishments that are collaborative, interdisciplinary, and inter-institutional and to faculty innovations in areas such as undergraduate education, minority-achievement programs, K-16 curriculum development, and technology-enhanced learning.
3. Every institution shall have written procedures governing the promotion and tenure process. Following review for form and legal sufficiency by the Office of the Attorney General, these procedures must be submitted to the Chancellor for review and approval. These procedures shall include, at a minimum, the following:

Criteria: A statement of criteria upon which reviews will be based, and guidelines for appointment or promotion to each academic rank, with recognition that institutional mission is the primary factor that defines these criteria.

Procedures: A description of tenure and/or promotion review procedures, including participants, documentation, degree of confidentiality, schedule of the annual cycle for reviews, and authority for final approval.

Appeals: A statement of the right of faculty to appeal promotion and tenure decisions, the grounds for such appeals, and a description of appeal procedures.

C. FACULTY RANKS

Following is a list of all faculty ranks utilized within the University System of Maryland.

Specific ranks to be utilized within each constituent institution are to be dependent upon the mission of, and contained within the faculty personnel policies of, that institution. Not all titles will be available at all institutions.

1. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION, RESEARCH, AND SERVICE

(a.) Instructor: The appointee ordinarily shall hold, at a minimum, the master's degree in the field of instruction, preferably with evidence of pursuit of the doctorate or other terminal degree. There shall be evidence also of potential for effective teaching and for a successful academic career.

(b.) Assistant Professor: The appointee ordinarily shall hold the doctorate or recognized terminal degree in the field of specialization. The appointee should also show potential for superior teaching, service, and research, scholarship, or creative performance, commensurate with the mission of the institution.

(c.) Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee ordinarily shall have had successful experience in teaching and research, scholarship, or creative performance, and, when appropriate to the mission of the institution, be competent to offer graduate instruction and direct graduate research. There shall also be evidence of relevant and effective service to the institution, the community, and the profession.

(d.) Professor: In addition to having the qualifications of an Associate Professor, the appointee ordinarily shall have established an outstanding record of teaching and research, scholarship or creative performance, and, where appropriate to the mission of the institution, a national reputation. There shall be continuing evidence of relevant and effective service to the institution, the community, and the profession.

2. FACULTY WITH DUTIES PRIMARILY IN RESEARCH

(a.) Assistant Staff Scientist: The appointee shall hold the doctoral degree in the field of specialization and shall have indicated promise of a high degree of ability in research in some subdivision of the field.

(b.) Associate Staff Scientist: In addition to the qualifications of an Assistant Staff Scientist, the appointee shall have had extensive successful experience in research. Since this position may carry permanent tenure, the appointee's scholarly production and professional achievement in research will be thoroughly documented.

(c.) Senior Staff Scientist: In addition to having the qualifications of an Associate Staff Scientist, the appointee shall have demonstrated a degree of proficiency in research sufficient to establish an excellent national reputation. Appointment to this rank carries tenure.

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

(e.) Research Associate: The appointee ordinarily should hold the doctoral degree in the field of specialization or have relatively comparable experience. The appointee should be capable of carrying out individual research or collaborating in group research at the advanced level; should be trained in research procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken. This appointment is made annually, with reappointment possible for a maximum of six years.

(f.) Research Assistant Professor; Assistant Research Professor; Assistant Research Scientist; Assistant Research Scholar; Assistant Research Engineer: In addition to the qualifications of a Research Associate, appointees to this rank should have demonstrated superior research abilities. Appointees should be qualified and competent to direct the work of others (such as technicians, graduate students, other senior research personnel). The doctoral degree will be a normal requirement for appointment at this rank. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(g.) Research Associate Professor; Associate Research Professor; Associate Research Scientist; Associate Research Scholar; Associate Research Engineer: In addition to the qualifications required of the Assistant ranks, appointees to this rank should have extensive successful experience in scholarly or creative endeavors, and the ability to propose, develop, and manage major research projects. Initial appointment to this rank is for periods up to three years, and reappointment is possible.

(h.) Research Professor; Senior Research Scientist; Senior Research Scholar; Senior Research Engineer: In addition to the qualifications required of the Associate ranks, appointees to this rank should have demonstrated a degree of proficiency sufficient to establish an excellent reputation among regional and national colleagues. Appointees should provide tangible evidence of sound scholarly production in research, publications, professional achievements or other distinguished and creative activity. Initial appointment at this rank is for periods up to five years, and reappointment is possible.

3. FIELD FACULTY

- (a.) Associate Agent: The appointee shall hold at least a bachelor's degree, shall qualify for acceptance in a graduate school, and shall show evidence of ability to work with people. The appointee shall have an educational background related to the specific position and should demonstrate evidence of creative ability to plan and implement Cooperative Extension Service programs. This appointment is made annually, with reappointment possible for a maximum of six years. Attainment of a master's degree in an approved subject area is required before promotion can be considered.
- (b.) Faculty Extension Assistant: The appointee should be capable of assisting in Extension under the direction of the head of an Extension project and should have ability and training adequate to the carrying out of the particular methodology required, the assembling of data, and the use and care of any specialized apparatus. The baccalaureate degree shall be the minimum requirement.
- (c.) Faculty Extension Associate: The appointee should be capable of carrying out individual instruction or collaborating in group discussions at the advanced level; should be trained in Extension procedures; and should have had the experience and specialized training necessary to develop and interpret data required for success in such Extension projects as may be undertaken. An earned doctorate shall be the minimum requirement.
- (d.) Agent: The appointee must hold a master's degree in an appropriate discipline and show evidence of academic ability and leadership skills. The appointee shall have an educational background related to the specific position.
- (e.) Senior Agent: In addition to the qualifications of an Agent, the appointee must have demonstrated achievement in program development and must have shown originality and creative ability in designing new programs, teaching effectiveness, and evidence of service to the community, institution, and profession. Appointment to this rank may carry tenure.
- (f.) Principal Agent: In addition to the qualifications of a Senior Agent, the appointee must have demonstrated leadership ability and evidence of service to the community, institution, and profession. The appointee must also have received recognition for contributions to the Cooperative Extension Service sufficient to establish a reputation among State, regional and/or national colleagues, and should have demonstrated evidence of distinguished achievement in creative program development. Appointment to this rank carries tenure.
- (g.) Assistant Field Professor: An Assistant Field Professor is a faculty member supporting students' practical application of classroom learning in real-world settings. They engage in representing clients and constituents within disciplines such as law, social work, and other practice-oriented fields. They possess a terminal or master's degree in the relevant field, demonstrating creative abilities in implementing field-based educational programs.
- (h.) Associate Field Professor: In addition to the qualifications of an Assistant Field Professor, an Associate Field Professor is an experienced faculty member responsible for guiding students in practical application and representation of clients and constituents in their chosen discipline, particularly in law, social work, and other practice-oriented fields. They hold a terminal or master's degree and have demonstrated significant achievement in designing and implementing field-based educational initiatives.
- (i.) Field Professor: In addition to the qualifications of an Ass Field Professor, A Field Professor is a distinguished faculty member recognized for substantial contributions and leadership in guiding students through real-world application within disciplines such as law, social work, and other practice-

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oriented fields. They have attained prominence in their field, locally, nationally, or internationally, showcasing excellence in planning and executing field-based educational programs while representing clients and constituents. They hold a terminal or master's degree, with a background relevant to the specific field of practice.

(j.) Community Engaged Assistant Professor: Community Engaged Assistant Professors are integral to a Center, department, and/or academic program, focused on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(k.) Community Engaged Associate Professor: In addition to the qualifications of a Community Engaged Assistant Professor, Community Engaged Associate Professors are faculty members who have demonstrated achievement regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

(l.) Community Engaged Professor: In addition to the qualifications of a Community Engaged Associate Professor, Community Engaged Professors are faculty members who have demonstrated achievement and recognition at a local, national, or international level regarding a Center, department, and/or academic program, focusing on civic engagement, client services, program oversight, and scholarly public service. The appointee should have a terminal or master's degree in the relevant discipline and demonstrate creative abilities in planning and implementing community engagement programs, with an educational background relevant to the specific position.

4. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN CLINICAL TEACHING

(a.) Dental School Assistant Professor; Law School Assistant Professor; Medical School Assistant Professor; Nursing School Assistant Professor; Pharmacy School Assistant Professor; Social Work and Community Planning School Assistant Professor: Appointees to this rank shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in teaching and clinical practice in the departmental field, and the capacity for clinical supervision in a subdivision of this field. Appointees should also have demonstrated scholarly and administrative ability.

(b.) Dental School Associate Professor; Law School Associate Professor; Medical School Associate Professor; Nursing School Associate Professor; Pharmacy School Associate Professor; Social Work and Community Planning School Associate Professor: In addition to the qualifications required of Assistant Professors in this series, appointees shall ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, residents, or interns) in clinical activities of the profession. Appointees must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(c.) Dental School Professor; Law School Professor; Medical School Professor; Nursing School Professor; Pharmacy School Professor; Social Work and Community Planning School Professor: In addition to the qualifications required of Associate Professors in this series, appointees shall have demonstrated a degree of excellence in teaching, and clinical and professional practice sufficient to establish an outstanding regional and national reputation

among colleagues. Appointees shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

(d.) Clinical Instructor: The appointee shall hold, as a minimum, the terminal professional degree in the field. There must be clear evidence of potential in clinical practice and teaching in the departmental field.

(e.) Clinical Assistant Professor: The appointee shall hold, as a minimum, the terminal professional degree in the field, with training and experience in an area of specialization. There must be clear evidence of a high level of ability in clinical practice and teaching in the departmental field, and the potential for clinical and teaching excellence in a subdivision of this field. The appointee should also have demonstrated scholarly and/or administrative ability.

(f.) Clinical Associate Professor: In addition to the qualifications required of a Clinical Assistant Professor, the appointee should ordinarily have had extensive successful experience in clinical or professional practice in a field of specialization, or in a subdivision of the departmental field, and in working with and/or directing others (such as professionals, faculty members, graduate students, fellows, and residents or interns) in clinical activities in the field. The appointee must also have demonstrated superior teaching ability and scholarly or administrative accomplishments.

(g.) Clinical Professor: In addition to the qualifications required of a Clinical Associate Professor, the appointee shall have demonstrated a degree of excellence in clinical practice and teaching sufficient to establish an outstanding regional and national reputation among colleagues. The appointee shall also have demonstrated extraordinary scholarly competence and leadership in the profession.

5. FACULTY ENGAGED EXCLUSIVELY OR PRIMARILY IN LIBRARY SERVICES

The only librarian ranks with non-tenure faculty status are Librarian I, Librarian II, Librarian III, and Librarian IV and such other ranks as the Board of Regents may approve. These titles are to be granted to a limited number of appointees who fulfill roles defined by professional graduate training, such as librarian, curator, archivist, and information scientist. In the overwhelming number of instances, the professional graduate training required is an M.L.S. degree, which is considered the terminal degree in the practice of academic librarianship, from the American Library Association (ALA)-accredited program. However, each constituent institution may define instances when other graduate degrees may substitute for or augment the ALA-accredited M.L.S. Such exceptions will be based on and required by the functional needs of USM libraries, appointments to these ranks are normally for twelve months with leave and other benefits provided to twelve-month tenured/tenure-track faculty members, with the exception of terminal leave, sabbatical leave, and non-creditable sick leave (collegially supported).

(a.) Librarian I: This rank is assigned to librarians just entering librarianship with little or no professional library experience but who have been judged to have demonstrated an understanding of the basic tenets of librarianship and a potential for professional growth. A Librarian I is not eligible for permanent status.

(b.) Librarian II: Appointment or promotion to this rank signifies that the librarian has demonstrated effective professional knowledge and skills significantly above those expected of a Librarian I. Normally, a minimum of three years of professional experience is required.

(c.) Librarian III: Appointment or promotion to this rank signifies that the librarian has mastered the skills, knowledge, and techniques of librarianship and has made meaningful contributions to the library, the institution, the library profession, and/or an academic discipline. Normally, a minimum of six years of professional experience is required, three of which must be

at a level comparable to the rank of Librarian II at the appointing USM institution.

(d.) Librarian IV: This rank is awarded to those librarians who have made distinctive contributions to the library, the institution, the library profession, and/or an academic discipline. This rank normally requires a minimum of nine years of professional experience, at least three of which must be at a level comparable to the rank of Librarian III at the appointing USM institution. Subject to the approval of the President or designee, the campus libraries of USM constituent institutions shall develop guidelines, procedures, and appropriate criteria for evaluating librarians' performance. These guidelines, procedures, and criteria should be monitored System-wide to ensure equity with respect to standards.

6. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION AT UMGC

(a.) Collegiate Instructor: The appointee to this non-tenure rank ordinarily should hold, at a minimum, a master's degree appropriate to the area of instruction and have evidence of potential effective teaching. The appointee also should have academic or professional experience relevant to the field.

(b.) Collegiate Assistant Professor: The appointee to this non-tenure rank ordinarily shall hold, at a minimum, a terminal degree appropriate to the area of instruction. The appointee also should show potential for superior teaching as well as professional experience relevant to the field.

(c.) Collegiate Associate Professor: In addition to having the qualifications of an Assistant Professor, the appointee to this non-tenure rank ordinarily shall have successful experience in teaching as well as professional experience relevant to the field.

(d.) Collegiate Professor: In addition to having the qualifications of an Associate Professor, the appointee to this non-tenure rank ordinarily shall have established an outstanding record of teaching as well as professional experience relevant to the field.

7. FACULTY WITH DUTIES PRIMARILY IN INSTRUCTION

USM institutions may use the following titles for faculty with duties primarily instruction. If the institution chooses to do so, then the titles of assistant instructor, lecturer, senior lecturer, and principal lecturer should not be used for the identical purpose.

(a.) Assistant Teaching Professor: The appointee to this non-tenure rank ordinarily should hold a terminal degree appropriate to the area of instruction and have evidence of potential effective teaching and demonstrate commitment to teaching. Initial appointments to this rank may be for one to three years and are renewable.

(b.) Associate Teaching Professor: In addition to having the qualifications required of an Assistant Teaching Professor, the appointee must demonstrate the following: a sustained record of effective teaching as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and an emerging record of contributions to curriculum development, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development.

Where appropriate to institutional policies, the candidate can also provide evidence of growing leadership or prominence within the university and/or in relevant professional activities beyond the university. The candidate shall have had at least one successful contract renewal. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(c.) Teaching Professor: In addition to having the qualifications required of an Associate Teaching Professor, the appointee must demonstrate the following: a sustained record of teaching excellence at the rank of Associate Teaching Professor as determined by institutional policies and procedures for the faculty of the program, department, or college to include a combination of classroom teaching, student mentoring, and, as appropriate, academic advising; a sustained record of service to the program/department, school/college, university, or discipline; and a sustained record of significant contributions to curriculum, pedagogical innovation and/or research, discipline-specific research, creative work, or professional development that demonstrates evidence of leadership or prominence within the university and/or in relevant professional activities outside the university. Appointments to this rank shall be for terms not to exceed five years and are renewable.

8. ADDITIONAL FACULTY RANKS

(a.) Assistant Instructor: The appointee should be competent to fill a specific position in an acceptable manner but is not required to meet all the requirements for an Instructor. Appointment to this rank requires at least the appropriate baccalaureate degree.

(b.) Lecturer: This title may be used for appointment at any salary and experience level of persons who are competent to fill a specific position but who are not intended to be considered for professorial appointment. Appointments to this rank shall be for terms not to exceed three years and are renewable.

(c.) Senior Lecturer: In addition to having the qualifications of a Lecturer, the appointee shall have completed at least six years as a Lecturer (or in a rank at another institution of higher education that is accepted as comparable to Lecturer) and shall have established a record of teaching excellence and a record of service. Fewer than six years' experience may qualify one for this rank if approved by the President or designee. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(d.) Principal Lecturer: In addition to having the qualifications of a Senior Lecturer, the appointee shall have established a sustained record of excellence in teaching and areas of service. Appointments to this rank shall be for terms not to exceed five years and are renewable.

(e.) Artist-in-Residence; Writer-in-Residence; Executive-in-Residence: This title may be used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time, and who are not intended to be considered for professorial appointment.

(f.) Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who may be simultaneously employed outside the institution. The appointee should have expertise in the discipline and recognition for accomplishment sufficient to gain the endorsement of the preponderance of the members of the faculty of the department to which he or she is appointed. Appointment is made on a semester or an annual basis and is renewable.

(f.) Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used to recognize the affiliation of a faculty member or a member of the professional staff with an academic department, program or center when that individual's appointment and salary lie in another department of the institution. The appointment will be made upon the recommendation of the faculty of the department, and at a level commensurate with the appointee's qualifications, consistent with standards established for regular tenure track faculty, although tenure cannot be earned on an affiliated appointment. Each institution shall establish guidelines and procedures for awarding these titles.

(h.) Visiting Appointments: The prefix "Visiting" before an academic title is used to designate a short- term, full-time appointment without tenure.

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(i.) Emeritus Faculty Appointments: Emeritus status may be bestowed by an institution on the basis of both quality and length of service to the institution. Each institution shall establish guidelines and procedures for awarding this title. Emeritus titles at the System level may be bestowed by the Chancellor.

(j.) Distinguished University Professor: This title may be bestowed by an institution to provide special recognition to faculty members. Each institution that chooses to utilize this title shall establish guidelines and procedures for awarding it.

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

(l.) [Institution] Professor: This title may be used for nationally distinguished scholars, creative or performing artists, or researchers who would qualify for appointment at a University System of Maryland Institution at the level of Professor, but who normally hold full-time positions outside the University. Holders of this title may provide graduate students supervision, serve as principal investigators, and participate in departmental and college shared governance. Initial appointment is for three years and is renewable annually upon recommendation to the provost by the unit head and the dean. This is a non-paid non-tenure track title.

III. APPLICABILITY

- A. Except as provided in sections B. and C. below, the provisions in this policy shall apply to all individuals who are employed as faculty members in the University System of Maryland as of July 1, 1989, and individuals whose faculty appointment becomes effective on or after July 1, 1989.
- B. The provisions in this policy shall not apply to any faculty member who receives notice of non-reappointment at any time prior to July 1, 1989.
- C. Each tenure-track and tenured faculty member of an institution (i.e., a faculty member holding an academic rank specified in the first sentence of paragraph II. A. 1.) shall (1) be apprised of the provisions in Part I.C., paragraphs 1 through 14 of this policy at the earliest practical time following approval of this policy by the Board of Regents, and (2) be offered an opportunity to elect to remain subject to his or her written faculty contract in effect on April 4, 1989, to the extent and only to the extent that any provision of that contract is inconsistent with Part I.C., paragraphs 1 through 14 of this policy. The election shall be confirmed in a written and signed notification to the institution's chief executive officer on or before May 12, 1989. Absent such election by the faculty member, the provisions in Part I.C., paragraphs 1 through 14 of this policy shall apply pursuant to paragraph III. A.
- D. Upon the recommendation of the President of the University of Maryland, Baltimore, the Chancellor may establish alternative terms and conditions for the faculty of (a) the University of Maryland School of Medicine and School of Dentistry modifying the following sections of this Policy: I.C.2, I.C.3, I.C.4, I.C.5, I.C.7 (a), II.A.1, II.A.3, and II.C; and (b) the University of Maryland School of Law, modifying sections I.C.3 and I.C.4 of this Policy. The Chancellor shall

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specify the alternative terms and conditions in writing. Unless an appointee subject to the alternative terms and conditions agrees otherwise, any changes made in the alternative terms and conditions established at the time of that individual's appointment will not apply to that appointee.

For the School of Medicine, the alternative terms and conditions will apply to a tenure track or tenured faculty member appointed as of June 30, 1998, only upon that person's written request received by September 1, 1998. The alternative terms and conditions shall apply to other School of Medicine faculty as follows: all faculty first appointed and employed on or after July 1, 1998; non-tenure track faculty beginning new appointment terms or changing from one type of appointment to another on or after July 1, 1998, effective as of the date of the new or changed appointment; and non-tenure track faculty whose appointments end after June 30, 1998, who so request by September 1, 1998.

For the School of Dentistry, the alternative terms and conditions will apply to tenure-track faculty members appointed on or after July 1, 2025. The alternative terms and conditions will apply to a faculty member appointed between July 1, 2019, and June 30, 2025, but only upon that individual's written request to the Dean of the School of Dentistry, submitted no later than January 1, 2026.

For the School of Law, the alternative terms and conditions will apply to tenure track or tenured faculty members appointed on or after July 1, 2008. The alternative terms and conditions will apply to a faculty member appointed between June 1, 2005, and June 30, 2008, only upon that individual's written request to the Dean of the School of Law, submitted no later than September 1, 2008.

Replacement for: BOR VII-2.15 – POLICY ON LIBRARIANS

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Revisions to Policy on Graduate Assistantships

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: The Policy on Graduate Assistantships was last amended in 2012. The proposed revisions to the policy aim to strengthen the “meet and confer” process. The following principles and guidelines are proposed:

- Formalize the structure and expectations of the meet and confer process
- Mandatory training for all involved in the process
- Involvement of an ombudsperson
- Accountable follow-up process

The proposed amendments are being made after substantive conversations with graduate assistants, provosts, presidents, the Office of the Attorney General, and others involved in the meet and confer process.

ALTERNATIVE(S): The Regents may not approve the revisions or may suggest alternative revisions.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life and Safety recommend that the Board of Regents approve the proposed revisions to the policy.

COMMITTEE ACTION: DATE: December 3, 2025

BOARD ACTION: DATE:

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

III – 7.11 Policy on Graduate Assistantships

(Approved by the Board of Regents, December 3, 2010; amended, June 22, 2012; amended, Month XX, 202X)

I. Purpose and Scope

- A. Graduate Assistantships in the USM: The purpose of graduate assistantships in the institutions of the University System of Maryland (USM) is to support graduate students who are appointed to assistantships by:
 - 1. Advancing the student's graduate education through practicum-based experiences, including the development and application of teaching, research and other skills, while also advancing the mission of the institution.
 - 2. Providing financial support, including stipends and tuition assistance, to aid degree-seeking students enrolled in USM masters or doctoral programs and appointed as graduate assistants in the pursuit of their graduate degrees.
- B. Policy Goal: This policy is intended to establish baseline standards for the administration of graduate assistantships, with a commitment to continuous improvement in the status of graduate assistants.
- C. Institution Policies and Procedures: Each institution will develop a graduate assistant handbook that includes policies and procedures that include this policy, as supplemented by institution-specific policies, procedures and guidance, with recognition for differences in the nature of the specific graduate education programs at the institution, and the roles and responsibilities of the institution's graduate assistants.

II. Appointments

- A. Length: Appointments may be made for appropriate periods of time, as determined by the institution, ranging from a term, an academic year, 12 months, or a multi-year basis.
- B. Time Commitment: A graduate assistant may serve on a full-time, half-time or other basis. For the purposes of this policy, such time commitments are as follows:
 - 1. Full-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 20 hours per week.
 - 2. Half-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 10 hours per week.
- C. Renewal of Appointments: Students may be re-appointed to assistantships for successive terms, but renewal is not automatic or guaranteed. Factors entering into a decision to reappoint a graduate assistant may include:
 - 1. Satisfactory academic performance and progress toward degree;
 - 2. Satisfactory performance of assigned assistantship responsibilities and duties;

3. Availability of funds;
 4. Departmental or institutional limits on the number of years for which an assistantship may be held; and
 5. Specific departmental needs, constraints and policies, including efforts to allow a large number of qualified students to benefit from assistantships.
- D. Notice of Appointments: Except under justifiable circumstances, graduate assistants whose appointments are for more than one term will be notified of their appointments, and of decisions not to renew appointments, at least 60 days before the date upon which the appointment is to begin.
1. If a decision to renew an appointment cannot be made within that time line, the graduate assistant will be informed at least 60 days in advance of the assistantship's start date of an estimated date for the renewal decision.
 2. Circumstances which may justify fewer than 60 days notice include, but are not limited to, uncertainty in departmental funding and course enrollments.
 3. Nothing in this section shall prevent a department or unit from making an appointment to a graduate assistant on short notice based on changed circumstances in class enrollments, the availability of resources, or other factors.
- E. Appointment Letters: Upon appointment, each graduate assistant will receive an appointment letter that contains detailed information concerning the terms and expectations of the assistantship. The appointment letter shall include, at a minimum:
1. The length of the appointment;
 2. The starting and ending dates of the appointment, including the dates during which the graduate assistant is expected to be on campus to perform the duties of the assistantship;
 3. The average weekly time commitment of the assistantship;
 4. The basic responsibilities of the assistantship;
 5. The economic benefits of the assistantship, including stipend and tuition assistance amounts, and any access to health and other benefits;
 6. The department or office to which the student will report, including the name of the faculty member or other individual who will supervise the assistantship, when feasible;
 7. An affirmation that the provisions of the institution's graduate assistant handbook apply to the assistantship;
 8. Any special requirements of the assistantship related to leave, scheduling, or other terms (e.g., coverage over breaks and weather emergencies) that may vary from the provisions of the institution's graduate assistant handbook; and
 9. Contact information where the graduate assistant may obtain additional information and advice concerning the appointment, the provisions of the handbook, and graduate assistant grievance rights and processes.
- F. Assignments: To the extent feasible, graduate assistants shall be given a written description of their teaching, research or other assignments, duties, and responsibilities at least two weeks before the beginning of the semester. However, departments retain the flexibility to

adjust assignments as necessary due to loss of funding, course enrollment fluctuations, or other unanticipated events, even after the semester has begun.

- G. Termination of Assistantships: An assistantship may be terminated within the term of the appointment under unusual and compelling conditions, for causes specified in institution's graduate assistant handbook.

- H. Best Practices for Research Institutions: To the extent feasible, given the nature of the graduate programs in the departments of a research institution, departments are encouraged to:
 - 1. Provide information to newly admitted graduate students who will receive assistantships, upon admission into a graduate program, or as soon thereafter as is feasible, regarding:
 - a. An estimate of the potential additional length of time that the graduate student may be re-appointed, if the student remains in good standing and financial or other exigencies do not arise;
 - b. The financial benefits of the assistantship, including tuition assistance, stipends and other benefits;
 - c. An estimate of fees to be paid to the institution by the student that are not part of the benefits of the assistantship.
 - 2. Develop protocols and provide graduate assistants with feedback concerning their performance in the assistantship.
 - 3. For teaching assistants, identify specific class assignments two weeks before the beginning of the semester, or as soon thereafter as is feasible.
 - 4. Seek to identify alternative employment opportunities for graduate students whose assistantships are rescinded after the appointment has been made due to financial or other exigencies.

III. Due Process Protections

- A. Informal Resolution of Concerns: Graduate assistants are strongly encouraged to attempt to resolve grievances informally with their mentor(s) and/or supervisor(s). An institution may also establish a mediation process or an ombudsperson function to facilitate informal resolution of graduate assistant grievances.

- B. Grievance Policy: To address concerns that cannot be resolved informally, each institution must have a formal, written graduate assistant grievance policy that provides the graduate assistant with the opportunity to present grievances to either:
 - 1. The student's department chair, unit head, or other institution officer designated by the President; or
 - 2. At the institution's discretion, a panel selected by the appropriate dean or the institution's senior academic officer:

- a. The panel will consist of a graduate student, as well as faculty members or administrators, who have no direct relationship with the department at issue or the individual parties to the grievance.
 - b. Either party to the grievance may request that a panel member be substituted on the grounds that the panel member has a conflict of interest.
- C. Content of Policy: Each institution's grievance policy must include fundamental due process protections and other minimum elements, including:
 1. The opportunity for graduate assistants to provide the facts and evidence that support their grievances and to explain their positions to the grievance decision makers;
 2. Any minimum information requirements and formats for presenting grievances, established by the institution, which shall not require adherence to complex procedures or evidentiary standards;
 3. A clear statement that reprisals against graduate assistants for filing a grievance are prohibited;
 4. Specific timelines for the phases of the grievance process;
 5. The right to appeal any departmental or unit head decision to an appropriate dean, which may include the dean of the institution's graduate school or of the school where the student is enrolled.
- D. Application:
 1. The grievance policy will apply to disputes concerning:
 - a. Workload volume and scheduling;
 - b. Inappropriate work assignments;
 - c. Termination of a graduate assistantship within the term of appointment; and
 - d. Non-renewal of an assistantship for arbitrary or capricious reasons including reprisal for filing a grievance.
 2. The decision whether to renew an assistantship, except for the reason listed above, remains within the discretion of the department chair and is not subject to the grievance process. However, if a graduate assistant believes that an assistantship was not renewed because of unlawful discrimination or other unlawful grounds, the graduate assistant may pursue available institution processes, such as access to the campus Fair Practices Office.
 3. Graduate assistants may raise concerns regarding suspected on-campus fraud or fiscal irregularities through the confidential University System of Maryland hot-line mechanisms established in USM Policy VIII-7.10, "Policy on Reporting Suspected or Known Fiscal Irregularities," institution fraud reporting policies, and any relevant state or federal "whistleblower" laws.
- E. Access to Policy: The institution's graduate assistant grievance policy shall be published on the campus website and included in its graduate assistant handbook.

IV. Professional Development

- A. Orientation and Information: Each institution must provide graduate assistants with initial graduate assistant orientation and access to a graduate assistant handbook that contains all relevant policies and procedures applicable to graduate assistants.
- B. Professional Development Opportunities: Each institution shall support professional development opportunities for graduate assistants, which may include special events for graduate assistants, and invitations to departmental, institutional, and other faculty development events.
- C. Information for Graduate Assistant Supervisors: Faculty and staff who supervise graduate assistants must be familiar with the institution's policies and procedures for graduate assistants.
 - 1. Each department chair, faculty member or unit head who supervises a graduate assistant shall have access to the institution's graduate assistant handbook and shall receive a copy of the graduate assistant's appointment letter.
 - 2. Institutions shall hold faculty members and unit heads who supervise graduate assistants accountable for adherence to the terms of the student's appointment letter and the requirements of the graduate assistant handbook.
- D. Changes to Policies and Procedures: Graduate assistants shall be apprised of any changes to relevant policies and procedures on a timely and ongoing basis.

V. Financial Assistance and Benefits

- A. Stipends: Each institution shall establish stipend levels for graduate assistants as follows:
 - 1. Institutions shall seek to set stipends at levels that are competitive with peer institutions, to the extent allowed by available fiscal resources.
 - 2. Each institution shall establish minimum stipend amounts annually, with discretion to award stipends above the minimum level.
- B. Time Away from Duty: Each institution shall provide paid "time away from duty" for graduate assistants as follows:
 - 1. The minimum paid time away from duty for a full-time, 12-month graduate assistant is 20 hours per year. Such leave:
 - a. Is in addition to institution holidays and other days that the institution is closed; and
 - b. May be scheduled, with the permission of the graduate assistant's supervisor, at times that do not conflict with the duties of the assistantship.

2. For graduate assistants with appointments of less than 12 months or 20 hours per week, the institution shall establish policies for time away from duty that may include breaks and holidays in the academic year, any specified total hour commitments in the graduate assistant's appointment letter, and other campus-specific factors.
 3. Requests for paid time away from duty must be approved by the graduate assistant's supervisor and department chair or unit head, with consideration given to the personal needs of the graduate assistant for such leave.
- C. Leave for Illness and Emergencies: Each institution's graduate assistant policies shall provide for collegial support for short-term illnesses and emergencies.
 - D. Other Benefits: Each institution has the discretion to provide additional benefits to its graduate assistants, in light of the role of graduate assistants at the institution and the availability of resources.
 - E. Administration: The administration of leave policies for graduate assistants shall be determined by each institution in a manner that recognizes both the graduate assistant's duties to the institution and the student's academic obligations.

VI. Communication with Administration

- A. Institutions shall provide opportunities for graduate assistants to
 1. communicate their concerns to campus administration,
 2. provide advice in the development and implementation of policies and procedures related to graduate assistants,
 3. be represented in institution-wide graduate assistant orientations,
 - ~~A-4.~~ and otherwise participate fully in shared governance.
- B. At a minimum, the institution will provide graduate assistant representatives with the opportunity to meet for discussions with campus administration, including the institution's vice presidents for academic affairs and administration and the graduate dean, at least twice annually for substantive discussion.
- C. Each institution will facilitate the formation and operation of a graduate assistant advisory committee, to be comprised of graduate assistant members who will represent the interests of the institution's graduate assistants.
 1. The committee may be part of an existing shared governance body or a distinct advisory group formed for the purpose of addressing the interests of graduate assistants.
 2. Members will have the option of engaging an external representative in their discussions with administration, as described in paragraph D, below.
- D. Graduate assistants may elect to engage a representative, which may be a labor organization, to assist them in "meet and confer" discussions with institution administrators

over issues of concern to graduate assistants, including stipends, benefits and terms of appointments.

1. The institution will give serious consideration to the information, views, and suggestions gained from the meet and confer process in any relevant policy decisions regarding graduate assistants. Agreements reached during the process that are amenable to formalization as policy may be adopted as such through appropriate decisional processes of the institution; however, the President retains final authority over all such decisions.
2. The Chancellor, in consultation with the Presidents, shall develop principles and guidelines for organization of the meet and confer process at USM institutions.
 - a. Principles underlying the “meet and confer” process must include appropriate legal parameters, requirements for fairness and adequate representation, respect for the fundamental elements of higher education shared governance, and administrative feasibility.
 - b. Guidelines will address the processes by which graduate assistants will determine whether to engage a labor representative, the selection of the representative, access to information, and minimum requirements for meet and confer meetings.
 - c. These principles and guidelines shall include:
 - Formalize the structure and expectations of the meet and confer process- including the role and responsibility of university leadership in responding to the graduate assistant’s concerns.
 - Mandatory training for all involved- student representatives, administrators, and faculty—on the purpose and structure of meet and confer, roles and responsibilities, and how to engage in collaborative problem-solving. There should be a clearly defined process with regular meetings, equitable participation, transparent data sharing (on stipends, workloads, healthcare, etc.), and designated follow-up procedures.
 - Involvement of an ombudsperson-an ombudsperson or another mutually agreed upon official at the institution or at another institution with the University System of Maryland should be available to intervene if the process breaks down or becomes unproductive. Accountability must be built in at both the campus and system levels, with someone tasked with tracking issues raised and measuring long-term progress.
 - b. Accountable follow-up process-concerns raised lead to concrete actions with defined timelines. Additionally, a centralized record of issues raised, and outcomes achieved to help maintain institutional memory and support continuity.

3. Communications between graduate assistants and institution administration are based upon the free and candid expression of views. The presence of a meet and confer process at an institution in which graduate assistants engage a representative does not limit or constrain the role, function or processes of institutional shared governance. -Shared governance bodies and other groups of graduate assistants remain free to confer with administrators regarding matters of concern to those groups, and graduate assistants may participate in institutional shared governance bodies, consistent with institution policies.

VII. Implementation

The provisions of this policy shall be implemented by each institution that appoints graduate assistants no later than September 1, 2026~~11~~, and each President shall submit a report to the Chancellor summarizing the measures taken to implement this policy no later than November 1, 2026~~11~~. The Chancellor will report to the Board of Regents on the impact of the implementation of this policy on the status of graduate assistants no later than November 1, 2027~~12~~.

III – 7.11 Policy on Graduate Assistantships

(Approved by the Board of Regents, December 3, 2010; amended, June 22, 2012; amended, Month XX, 202X))

I. Purpose and Scope

- A. Graduate Assistantships in the USM: The purpose of graduate assistantships in the institutions of the University System of Maryland (USM) is to support graduate students who are appointed to assistantships by:
 - 1. Advancing the student's graduate education through practicum-based experiences, including the development and application of teaching, research and other skills, while also advancing the mission of the institution.
 - 2. Providing financial support, including stipends and tuition assistance, to aid degree-seeking students enrolled in USM masters or doctoral programs and appointed as graduate assistants in the pursuit of their graduate degrees.
- B. Policy Goal: This policy is intended to establish baseline standards for the administration of graduate assistantships, with a commitment to continuous improvement in the status of graduate assistants.
- C. Institution Policies and Procedures: Each institution will develop a graduate assistant handbook that includes policies and procedures that include this policy, as supplemented by institution-specific policies, procedures and guidance, with recognition for differences in the nature of the specific graduate education programs at the institution, and the roles and responsibilities of the institution's graduate assistants.

II. Appointments

- A. Length: Appointments may be made for appropriate periods of time, as determined by the institution, ranging from a term, an academic year, 12 months, or a multi-year basis.
- B. Time Commitment: A graduate assistant may serve on a full-time, half-time or other basis. For the purposes of this policy, such time commitments are as follows:
 - 1. Full-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 20 hours per week.
 - 2. Half-time Assistantship: A graduate assistantship in which the graduate assistant's responsibilities will require an average of 10 hours per week.
- C. Renewal of Appointments: Students may be re-appointed to assistantships for successive terms, but renewal is not automatic or guaranteed. Factors entering into a decision to reappoint a graduate assistant may include:
 - 1. Satisfactory academic performance and progress toward degree;
 - 2. Satisfactory performance of assigned assistantship responsibilities and duties;

3. Availability of funds;
 4. Departmental or institutional limits on the number of years for which an assistantship may be held; and
 5. Specific departmental needs, constraints and policies, including efforts to allow a large number of qualified students to benefit from assistantships.
- D. Notice of Appointments: Except under justifiable circumstances, graduate assistants whose appointments are for more than one term will be notified of their appointments, and of decisions not to renew appointments, at least 60 days before the date upon which the appointment is to begin.
1. If a decision to renew an appointment cannot be made within that time line, the graduate assistant will be informed at least 60 days in advance of the assistantship's start date of an estimated date for the renewal decision.
 2. Circumstances which may justify fewer than 60 days notice include, but are not limited to, uncertainty in departmental funding and course enrollments.
 3. Nothing in this section shall prevent a department or unit from making an appointment to a graduate assistant on short notice based on changed circumstances in class enrollments, the availability of resources, or other factors.
- E. Appointment Letters: Upon appointment, each graduate assistant will receive an appointment letter that contains detailed information concerning the terms and expectations of the assistantship. The appointment letter shall include, at a minimum:
1. The length of the appointment;
 2. The starting and ending dates of the appointment, including the dates during which the graduate assistant is expected to be on campus to perform the duties of the assistantship;
 3. The average weekly time commitment of the assistantship;
 4. The basic responsibilities of the assistantship;
 5. The economic benefits of the assistantship, including stipend and tuition assistance amounts, and any access to health and other benefits;
 6. The department or office to which the student will report, including the name of the faculty member or other individual who will supervise the assistantship, when feasible;
 7. An affirmation that the provisions of the institution's graduate assistant handbook apply to the assistantship;
 8. Any special requirements of the assistantship related to leave, scheduling, or other terms (e.g., coverage over breaks and weather emergencies) that may vary from the provisions of the institution's graduate assistant handbook; and
 9. Contact information where the graduate assistant may obtain additional information and advice concerning the appointment, the provisions of the handbook, and graduate assistant grievance rights and processes.
- F. Assignments: To the extent feasible, graduate assistants shall be given a written description of their teaching, research or other assignments, duties, and responsibilities at least two weeks before the beginning of the semester. However, departments retain the flexibility to

adjust assignments as necessary due to loss of funding, course enrollment fluctuations, or other unanticipated events, even after the semester has begun.

- G. Termination of Assistantships: An assistantship may be terminated within the term of the appointment under unusual and compelling conditions, for causes specified in institution's graduate assistant handbook.

- H. Best Practices for Research Institutions: To the extent feasible, given the nature of the graduate programs in the departments of a research institution, departments are encouraged to:
 - 1. Provide information to newly admitted graduate students who will receive assistantships, upon admission into a graduate program, or as soon thereafter as is feasible, regarding:
 - a. An estimate of the potential additional length of time that the graduate student may be re-appointed, if the student remains in good standing and financial or other exigencies do not arise;
 - b. The financial benefits of the assistantship, including tuition assistance, stipends and other benefits;
 - c. An estimate of fees to be paid to the institution by the student that are not part of the benefits of the assistantship.
 - 2. Develop protocols and provide graduate assistants with feedback concerning their performance in the assistantship.
 - 3. For teaching assistants, identify specific class assignments two weeks before the beginning of the semester, or as soon thereafter as is feasible.
 - 4. Seek to identify alternative employment opportunities for graduate students whose assistantships are rescinded after the appointment has been made due to financial or other exigencies.

III. Due Process Protections

- A. Informal Resolution of Concerns: Graduate assistants are strongly encouraged to attempt to resolve grievances informally with their mentor(s) and/or supervisor(s). An institution may also establish a mediation process or an ombudsperson function to facilitate informal resolution of graduate assistant grievances.

- B. Grievance Policy: To address concerns that cannot be resolved informally, each institution must have a formal, written graduate assistant grievance policy that provides the graduate assistant with the opportunity to present grievances to either:
 - 1. The student's department chair, unit head, or other institution officer designated by the President; or
 - 2. At the institution's discretion, a panel selected by the appropriate dean or the institution's senior academic officer:

- a. The panel will consist of a graduate student, as well as faculty members or administrators, who have no direct relationship with the department at issue or the individual parties to the grievance.
 - b. Either party to the grievance may request that a panel member be substituted on the grounds that the panel member has a conflict of interest.
- C. Content of Policy: Each institution's grievance policy must include fundamental due process protections and other minimum elements, including:
 1. The opportunity for graduate assistants to provide the facts and evidence that support their grievances and to explain their positions to the grievance decision makers;
 2. Any minimum information requirements and formats for presenting grievances, established by the institution, which shall not require adherence to complex procedures or evidentiary standards;
 3. A clear statement that reprisals against graduate assistants for filing a grievance are prohibited;
 4. Specific timelines for the phases of the grievance process;
 5. The right to appeal any departmental or unit head decision to an appropriate dean, which may include the dean of the institution's graduate school or of the school where the student is enrolled.
- D. Application:
 1. The grievance policy will apply to disputes concerning:
 - a. Workload volume and scheduling;
 - b. Inappropriate work assignments;
 - c. Termination of a graduate assistantship within the term of appointment; and
 - d. Non-renewal of an assistantship for arbitrary or capricious reasons including reprisal for filing a grievance.
 2. The decision whether to renew an assistantship, except for the reason listed above, remains within the discretion of the department chair and is not subject to the grievance process. However, if a graduate assistant believes that an assistantship was not renewed because of unlawful discrimination or other unlawful grounds, the graduate assistant may pursue available institution processes, such as access to the campus Fair Practices Office.
 3. Graduate assistants may raise concerns regarding suspected on-campus fraud or fiscal irregularities through the confidential University System of Maryland hot-line mechanisms established in USM Policy VIII-7.10, "Policy on Reporting Suspected or Known Fiscal Irregularities," institution fraud reporting policies, and any relevant state or federal "whistleblower" laws.
- E. Access to Policy: The institution's graduate assistant grievance policy shall be published on the campus website and included in its graduate assistant handbook.

IV. Professional Development

- A. Orientation and Information: Each institution must provide graduate assistants with initial graduate assistant orientation and access to a graduate assistant handbook that contains all relevant policies and procedures applicable to graduate assistants.
- B. Professional Development Opportunities: Each institution shall support professional development opportunities for graduate assistants, which may include special events for graduate assistants, and invitations to departmental, institutional, and other faculty development events.
- C. Information for Graduate Assistant Supervisors: Faculty and staff who supervise graduate assistants must be familiar with the institution's policies and procedures for graduate assistants.
 - 1. Each department chair, faculty member or unit head who supervises a graduate assistant shall have access to the institution's graduate assistant handbook and shall receive a copy of the graduate assistant's appointment letter.
 - 2. Institutions shall hold faculty members and unit heads who supervise graduate assistants accountable for adherence to the terms of the student's appointment letter and the requirements of the graduate assistant handbook.
- D. Changes to Policies and Procedures: Graduate assistants shall be apprised of any changes to relevant policies and procedures on a timely and ongoing basis.

V. Financial Assistance and Benefits

- A. Stipends: Each institution shall establish stipend levels for graduate assistants as follows:
 - 1. Institutions shall seek to set stipends at levels that are competitive with peer institutions, to the extent allowed by available fiscal resources.
 - 2. Each institution shall establish minimum stipend amounts annually, with discretion to award stipends above the minimum level.
- B. Time Away from Duty: Each institution shall provide paid "time away from duty" for graduate assistants as follows:
 - 1. The minimum paid time away from duty for a full-time, 12-month graduate assistant is 20 hours per year. Such leave:
 - a. Is in addition to institution holidays and other days that the institution is closed; and
 - b. May be scheduled, with the permission of the graduate assistant's supervisor, at times that do not conflict with the duties of the assistantship.

2. For graduate assistants with appointments of less than 12 months or 20 hours per week, the institution shall establish policies for time away from duty that may include breaks and holidays in the academic year, any specified total hour commitments in the graduate assistant's appointment letter, and other campus-specific factors.
 3. Requests for paid time away from duty must be approved by the graduate assistant's supervisor and department chair or unit head, with consideration given to the personal needs of the graduate assistant for such leave.
- C. Leave for Illness and Emergencies: Each institution's graduate assistant policies shall provide for collegial support for short-term illnesses and emergencies.
 - D. Other Benefits: Each institution has the discretion to provide additional benefits to its graduate assistants, in light of the role of graduate assistants at the institution and the availability of resources.
 - E. Administration: The administration of leave policies for graduate assistants shall be determined by each institution in a manner that recognizes both the graduate assistant's duties to the institution and the student's academic obligations.

VI. Communication with Administration

- A. Institutions shall provide opportunities for graduate assistants to
 1. communicate their concerns to campus administration,
 2. provide advice in the development and implementation of policies and procedures related to graduate assistants,
 3. be represented in institution-wide graduate assistant orientations,
 4. and otherwise participate fully in shared governance.
- B. At a minimum, the institution will provide graduate assistant representatives with the opportunity to meet for discussions with campus administration, including the institution's vice presidents for academic affairs and administration and the graduate dean, at least twice annually for substantive discussion.
- C. Each institution will facilitate the formation and operation of a graduate assistant advisory committee, to be comprised of graduate assistant members who will represent the interests of the institution's graduate assistants.
 1. The committee may be part of an existing shared governance body or a distinct advisory group formed for the purpose of addressing the interests of graduate assistants.
 2. Members will have the option of engaging an external representative in their discussions with administration, as described in paragraph D, below.
- D. Graduate assistants may elect to engage a representative, which may be a labor organization, to assist them in "meet and confer" discussions with institution administrators

over issues of concern to graduate assistants, including stipends, benefits and terms of appointments.

1. The institution will give serious consideration to the information, views, and suggestions gained from the meet and confer process in any relevant policy decisions regarding graduate assistants. Agreements reached during the process that are amenable to formalization as policy may be adopted as such through appropriate decisional processes of the institution; however, the President retains final authority over all such decisions.
2. The Chancellor, in consultation with the Presidents, shall develop principles and guidelines for organization of the meet and confer process at USM institutions.
 - a. Principles underlying the “meet and confer” process must include appropriate legal parameters, requirements for fairness and adequate representation, respect for the fundamental elements of higher education shared governance, and administrative feasibility.
 - b. Guidelines will address the processes by which graduate assistants will determine whether to engage a labor representative, the selection of the representative, access to information, and minimum requirements for meet and confer meetings.
 - c. These principles and guidelines shall include:
 - **Formalize the structure and expectations of the meet and confer process**-including the role and responsibility of university leadership in responding to the graduate assistant’s concerns.
 - **Mandatory training for all involved**- student representatives, administrators, and faculty—on the purpose and structure of meet and confer, roles and responsibilities, and how to engage in collaborative problem-solving. There should be a clearly defined process with regular meetings, equitable participation, transparent data sharing (on stipends, workloads, healthcare, etc.), and designated follow-up procedures.
 - **Involvement of an ombudsperson**-an ombudsperson or another mutually agreed upon official at the institution or at another institution with the University System of Maryland should be available to intervene if the process breaks down or becomes unproductive. Accountability must be built in at both the campus and system levels, with someone tasked with tracking issues raised and measuring long-term progress.
 - **Accountable follow-up process**-concerns raised lead to concrete actions with defined timelines. Additionally, a centralized record of issues raised, and outcomes achieved to help maintain institutional memory and support continuity.

3. Communications between graduate assistants and institution administration are based upon the free and candid expression of views. The presence of a meet and confer process at an institution in which graduate assistants engage a representative does not limit or constrain the role, function or processes of institutional shared governance. Shared governance bodies and other groups of graduate assistants remain free to confer with administrators regarding matters of concern to those groups, and graduate assistants may participate in institutional shared governance bodies, consistent with institution policies.

VII. Implementation

The provisions of this policy shall be implemented by each institution that appoints graduate assistants no later than September 1, 2026, and each President shall submit a report to the Chancellor summarizing the measures taken to implement this policy no later than November 1, 2026. The Chancellor will report to the Board of Regents on the impact of the implementation of this policy on the status of graduate assistants no later than November 1, 2027.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Update on Prison Education Program

COMMITTEE: Committee on Education Policy and Student Life and Safety

DATE OF MEETING: December 3, 2025

SUMMARY: Senior Vice Chancellor Alison Wrynn and Associate Vice Chancellor for Student Affairs Zakiya Lee will provide an update on the prison education program, including information about the recent grant the USM received from Ascendium to support this work.

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: December 3, 2025
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BOARD ACTION:	DATE:
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SUBMITTED BY: Alison Wrynn, awrynn@usmd.edu ; 301-445-1992

TOPIC: Frostburg State University: Brownsville Residence Hall: Renovation and Corrective Work (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: Frostburg State University (FSU) requests Board approval of \$8,549,932 to complete renovation and corrective work at Brownsville Residence Hall, which has been closed since February 2023 due to extensive plumbing system failures and resulting damage. The project will correct critical deficiencies in the building's domestic water and sanitary systems, restore damaged interior areas, and enable the facility's safe reoccupation to meet essential student housing needs.

Brownsville Hall was constructed as FSU's newest residence hall and achieved substantial completion in July 2020, opening for student occupancy that fall. The building first experienced a significant domestic water line failure in January 2021, impacting an entire wing and causing residual damage throughout the facility. Despite interim repairs, two additional major plumbing failures occurred on January 26, 2023, and February 12, 2023, resulting in flooding that rendered the 432-bed residence hall inoperable.

FSU has pursued remedial work while negotiating with the design-builder of record, PJ Dick Inc., under the guidance of the Office of the Attorney General (OAG). However, formal resolution has not been achieved, and continued delays have prevented the building's reoccupation. To restore critical housing capacity and financial stability, FSU seeks approval to proceed with corrective work necessary to return Brownsville Hall to service. Because the project has not yet been bid, certain cost elements remain preliminary; the University will return to the Board and provide updates as bids are received and final costs are confirmed.

Corrective and restoration work already performed totals approximately \$1.9 million, which includes incremental plumbing and sanitary system repairs, mold remediation, and interior finish replacement, as well as forensic investigation and design review services. The balance of the work includes replacement of major domestic water and sanitary lines, repair and replacement of drywall, flooring, and finishes, life safety upgrades, HVAC cleaning, testing of all systems, and final restoration and cleaning.

Contracts resulting from this project will require approval from the Board of Public Works. FSU anticipates that some portion of the costs may be offset by a favorable resolution with the design-builder, but that outcome remains uncertain. The goal is to complete the project and reopen Brownsville Hall for occupancy in Fall 2026.

ALTERNATIVE(S): FSU considered delaying the restoration pending potential settlement with the original design-builder, but such efforts have been unsuccessful. Partial or piecemeal repair approaches have also proven ineffective, as the building's issues are systemic. Continued inaction would leave the building vacant, accelerate deterioration, and deprive the University of vital housing revenue needed to support existing bond obligations.

Currently, FSU is using Frederick Hall, built in 1971 and in its original condition, to offset the lost housing capacity from Brownsville Hall. Plans to renovate Frederick Hall were postponed to prioritize this corrective work. Reopening Brownsville Hall is therefore essential to maintaining FSU's residential capacity and financial sustainability.

FISCAL IMPACT: Frostburg State University requests a total project budget authorization of \$8,549,932, to be funded through System Revenue Bonds. The University is evaluating possible reimbursement or cost recovery through the aforementioned settlement negotiations.

Category	Amount
Reimbursement of Prior Expenses	\$1,866,000
Remaining Estimated Expenses	\$6,683,932
Total Project Budget Authorization	\$8,549,932

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve Frostburg State University's request for a total project budget authorization of \$8,549,932 for the Brownsville Residence Hall Renovation and Corrective Work as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

FSU - Brownsville Residence Hall Repairs / Renovation

	Budget Estimate
Date	11/20/2025
Stage of Estimate	Pre-Design*
Work completed (see item)	\$1,866,441
Design/Fees	\$200,000
Construction Cost	\$5,026,375
Contingency **	\$600,000
General Conditions	\$857,116
Project Total	\$8,549,932

*The pre-design cost estimate was prepared by the professionals at the UMCP Project Service Center

** A contingency of \$600,000 (approximately 10% of the remaining \$5.86M in work) is included to address tariff exposure, tight labor market in Western Maryland, and potential cost impacts associated with acceleration of specific trades to maintain schedule.

Welcome to FROSTBURG STATE UNIVERSITY



Office Directory

Administrative Offices	Hitchins
Admissions	Pullen
Alumni Relations	Fuller
Athletics	Cordts PE Center
Bookstore	Lane University Center
Dining Hall	Chesapeake
Financial Aid	Pullen
Graduate Services	Pullen
Student Health Services	Education & Health Sciences Center
Human Resources	Hitchins
Information	University Police
President	Hitchins
Registrar	Pullen
Residence Life	Pullen
Student & University Billing	Pullen
Student Union	Lane University Center

TOPIC: Towson University: Approval of Increase in Authorization for Field House and Towson Center Project (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: Towson University requests Board approval of a combined total project authorization of \$35 million for the renovation and expansion of the Towson Field House and Towson Center facilities. This consolidated initiative unites two previously approved projects under one coordinated effort to address expanded scope, critical infrastructure upgrades, and modernization of athletic, academic, and clinical spaces. The request includes \$10 million in additional funding to support the broadened scope, enabling work, and integration of advanced sports medicine and performance technologies.

The University is undertaking a transformative renovation and expansion of its Field House and Towson Center facilities to support the evolving needs of its athletic, academic, and healthcare programs. Originally scoped to include a 12,920 square foot addition and a 10,000 square foot renovation of the Field House, the project aims to greatly enhance the academic support opportunities for the student-athletes, bringing online valuable study hall and academic meeting spaces. Moreover, the project will bring online:

- much needed upgrades to Towson's two athletic training facilities,
- establish a sports performance center that features a nutritional support area
- address critical shortages in both office space and team meeting rooms and
- create a suite to provide valuable medical services, which greatly enhances the medical care provided to Towson student-athletes.

As planning progressed, it became clear that a broader and more complex scope was necessary to ensure long-term operational success. The project now includes 10,000 square feet of enabling work, encompassing structural reinforcements, comprehensive mechanical, electrical, and plumbing (MEP) upgrades, and enhancements to fire protection, life safety, and ADA compliance—all within the existing footprint to avoid additional site work.

A key component of this project is the modernization of the Towson Center training suite, which will be expanded to 7,200 square feet. This expansion introduces significant complexity, requiring structural modifications, system upgrades, and phased construction to minimize disruption. The hydrotherapy suite will be fully modernized with high-capacity plunge pools, underwater treadmills, advanced sanitation systems, and integrated technology for athlete recovery monitoring.

To maximize efficiency and minimize disruption, the Field House and Towson Center projects have been consolidated into a single initiative. This strategic move streamlines scheduling, reduces operational impact, and ensures a seamless transition between facilities.

Project Consolidation for Efficiency

- Streamlined scheduling and resource allocation.
- Reduced operational disruption through coordinated phasing.
- Seamless transitions between facilities to better support athletic and academic functions.

Evolving Needs and Expanded Scope

- Structural reinforcements to accommodate new loads and future growth.
- Comprehensive upgrades to mechanical, electrical, and plumbing (MEP) systems.
- Fire protection and life safety enhancements to meet current codes.
- ADA compliance improvements and circulation redesign to ensure accessibility.
- Integration of new infrastructure within the existing footprint, avoiding increased impervious surfaces or additional site work.

Towson Center Training Suite Expansion and Complexity

- Structural modifications to support expanded clinical and hydrotherapy zones.
- HVAC, electrical, and plumbing upgrades to accommodate hydrotherapy pools, new equipment and increased occupancy.
- Enhanced fire protection and life safety systems.
- ADA-compliant circulation redesign for improved accessibility.
- Phased construction planning to minimize disruption to ongoing athletic and academic operations.

Hydrotherapy Suite Modernization

A cornerstone of the expanded scope is the modernization of the hydrotherapy suite, which is currently outdated and undersized. The upgraded suite will feature:

- Multiple high-capacity hot and cold plunge pools.
- Underwater treadmills and resistance pools for low-impact rehabilitation.
- Advanced water filtration and sanitation systems to meet health standards.
- Zoned layouts for taping, treatment, rehabilitation, and hydrotherapy.
- Integrated technology for real-time monitoring of athlete recovery and performance.

These enhancements will elevate the quality of care for student-athletes, improve operational efficiency for athletic trainers, and enrich the clinical education experience for athletic training students. The consolidated and modernized facilities will also eliminate transportation inefficiencies and provide flexible multipurpose spaces that can serve as study halls or event venues.

Towson University is requesting an additional \$10 million in funding to support the expanded scope, enabling work, and integration of advanced technologies. This investment aligns with the university's commitment to academic excellence, athletic performance, and student wellness, and will position Towson as a leader in sports medicine and athletic training education.

Previously Approved Field House Project Total Authorization:	\$19,250,000
<u>Previously Approved Towson Center Total Authorization:</u>	<u>\$5,270,000</u>
Combined Previously Approved Project Total Authorization:	\$25,000,000
<u>Additional Funding Requested Authorization:</u>	<u>\$10,000,000</u>
Combined New Total Adjusted Project Authorization:	\$35,000,000

The project budget includes a total contingency of 26%, comprising 9% within the construction-only budget for design and escalation and an additional 17% applied to the overall project budget. See attached cost summary.

Any contracts resulting from this authorization will require approval of the Board of Public Works.

ALTERNATIVE(S): Without the requested \$10 million in funding, Towson University would need to consider a range of alternatives to advance the project within the constraints of the original budget. The following approaches illustrate potential strategies, each involving trade-offs in scope, timing, cost, and long-term value.

Phased Implementation - One option is to divide the project into multiple phases over several fiscal years. This would allow the University to address the most urgent needs such as AAAC consolidation and basic renovations while deferring more complex components like hydrotherapy modernization and enabling work. While this approach spreads costs over time, it may result in higher long-term expenses due to inflation, re-mobilization, and extended disruption to athletic and academic operations.

Scope Reduction - This could involve scaling back the hydrotherapy suite to only the most basic upgrades, deferring critical structural reinforcements intended for future vertical expansion, or limiting enhancements to the MEP systems. While this approach may help contain costs in the short term, it would significantly compromise the long-term functionality, flexibility, and resilience of the facility. These reductions would not only diminish the user experience and operational efficiency but also undermine the project's ability to adapt to future programmatic needs—ultimately resulting in higher costs and disruptions down the line. In short, this option risks delivering a facility that is outdated upon completion and misaligned with the institution's long-term strategic goals.

Operational Workarounds - In the absence of expanded facilities, Towson may need to continue operating within existing constraints. This could involve maintaining outdated hydrotherapy equipment, continuing to shuttle athletes between facilities, and relying on temporary solutions for space shortages. These workarounds would perpetuate inefficiencies and limit the university's ability to deliver high-quality care and education.

Each alternative carries inherent risks, including deferred compliance upgrades, reduced recruitment competitiveness, and diminished stakeholder confidence. The full scope of the project supported by the additional \$10 million represents a strategic investment in Towson University's future, ensuring that its facilities meet the highest standards of performance, safety, and innovation.

FISCAL IMPACT: The previously authorized amount for the combined project is funded with \$3.5 million in State GO Bonds (FY 2024) and \$21.5 million in institutional cash. TU will fund the additional \$10 million being requested for this project with system-funded bond debt. The renovation is expected to have a minimal impact on the operating budget, as energy-efficiency improvements and reduced maintenance needs will offset modest utility increases associated with the additional square footage.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve a combined total authorization of \$35,000,000 for the Field House Renovation and Addition and Towson Center Project for Towson University, as outlined above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

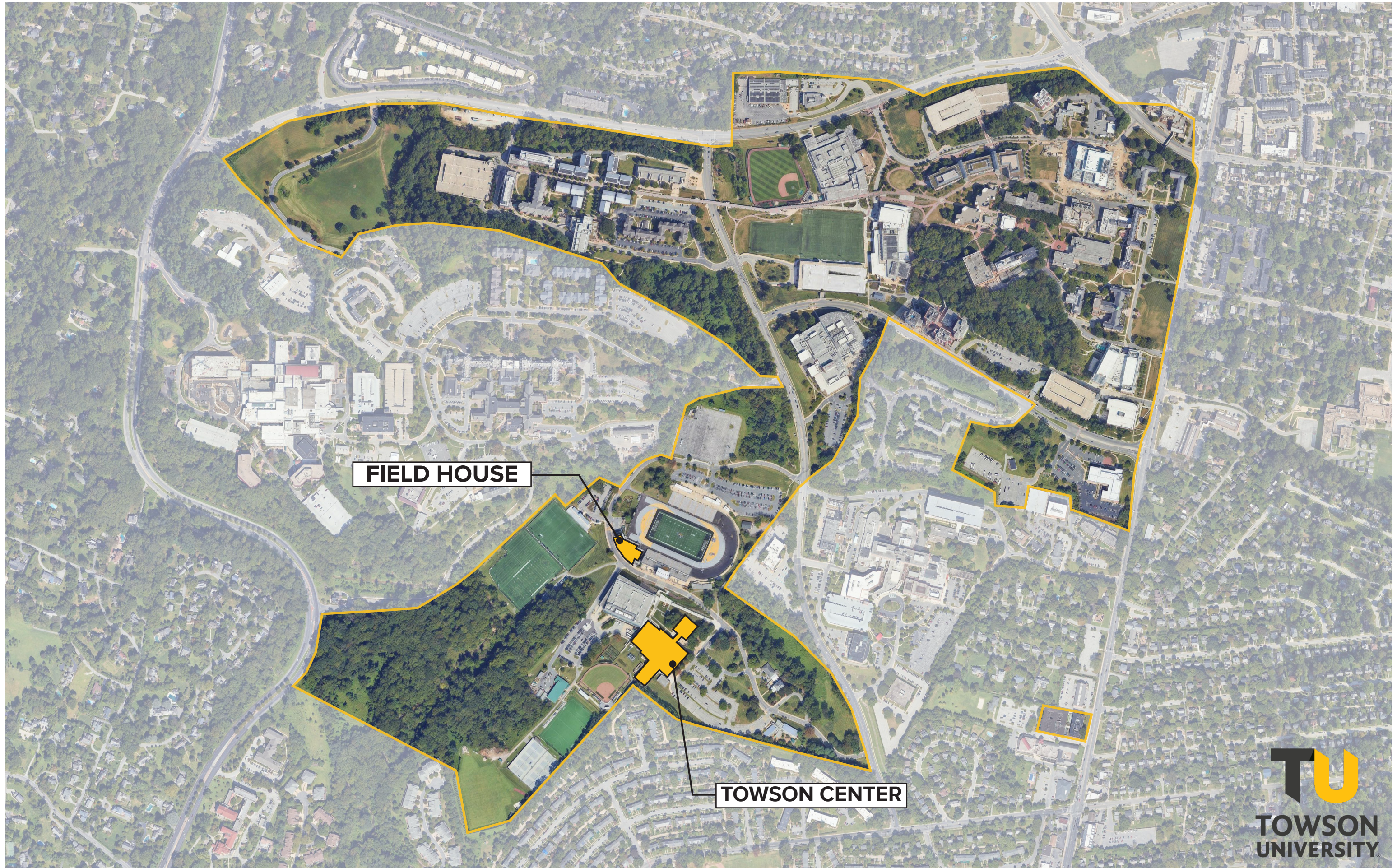
DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary		Project Cost Summary		Consolidated Project Cost Summary		Consolidated Project Cost Summary	
Towson University - Field House Project		Towson University - Towson Center Project		Towson University - Field House & Towson Center Project		Towson University - Field House & Towson Center Project	
	Approved Request		Approved Request		Consolidated Approved Requests		Current Request
Date	9/10/2024	Date	9/10/2024	Date	1/10/2025	Date	12/3/2025
Stage of Estimate	Program/ Schematic	Stage of Estimate	Concept	Stage of Estimate	Concept	Stage of Estimate	100% Design Development Documents
Design/Fees	\$1,400,000	Design/Fees	\$800,000	Design/Fees	\$2,200,000	Design/Fees	\$2,400,000
Construction Cost	\$14,000,000	Construction Cost	\$4,000,000	Construction Cost	\$18,000,000	Construction Cost	\$24,800,000
Equipment	\$1,652,000	Equipment	\$350,000	Equipment	\$2,002,000	Equipment	\$2,650,000
Contingency	\$2,198,000	Contingency	\$600,000	Contingency	\$2,798,000	Contingency*	\$5,150,000
Project Total	\$19,250,000	Project Total	\$5,750,000	Project Total	\$25,000,000	Project Total	\$35,000,000
Notes:		Notes:		Notes:		*Notes:	The total contingency is 26%, consisting of 9% within the construction-only budget (design and escalation) and an additional 17% applied to the overall project budget.
Submitted by:	Cost estimate provided HCM Architects	Submitted by:	Cost estimate provided by TU Campus Projects	Submitted by:	Cost estimate provided HCM Architects	Submitted by:	Cost estimate provided AE: HCM Architects & CM: Grunley



TOPIC: University of Maryland, Baltimore: Health Sciences and Human Services Library Electrical Distribution System Renewal

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The University of Maryland, Baltimore (UMB) requests Board approval of a \$6.62 million project to renew the electrical distribution system serving the Health Sciences and Human Services Library. The upgrade will replace aging infrastructure that has reached the end of its service life, enhancing reliability and resiliency for a facility that houses critical academic, research, and data center operations. The project will be funded with institutional and facilities renewal funds.

The Health Sciences and Human Services Library (HSLSL), located at 601 West Baltimore Street, is a 175,961-GSF facility constructed in 1998. It houses academic and library functions for the entire University and includes a critical campus data center. The project involves a comprehensive modernization of the building's primary electrical distribution system to improve reliability, resiliency, and integration with the University's campus-wide building automation and metering systems.

The project scope includes the replacement of existing substations with new Main-Tie-Main gear utilizing an automatic transfer scheme, as well as the removal of obsolete 15-kV switchgear and associated components. Multiple existing distribution panelboards will be replaced, and motor-control devices will be installed to replace the existing Motor Control Centers in both the penthouse and basement. The project also includes replacement of automatic transfer switches, as well as relocation of the existing fire pump feeder from the penthouse to the basement.

A new generator docking station will be installed to facilitate the connection to emergency power, improving system resilience. This includes all associated conduits, cabling, interlocks, labeling, and integration with campus systems. Integration of all upgraded systems into the University's building automation system and campus metering network is also part of the scope, including programming, testing, and commissioning to ensure full functionality and verified performance.

Due to the critical nature of the building's data center, the facility must remain fully operational during construction. To maintain operations throughout the project, the contractor will implement temporary power systems and will follow a detailed phasing and shutdown plan. All intrusive or outage-related work will occur off hours or on weekends, coordinated in advance with UMB Facilities and affected stakeholders.

The procurement of certain electrical components is estimated to have a long lead time of 70 weeks. Due to this lengthy manufacture and delivery schedule, substantial completion is not expected until September 2027.

This maintenance project does not involve State funding or require Board of Public Works approval.

ALTERNATIVE(S): This project represents a lifecycle replacement of critical building infrastructure. Deferring the work would heighten the risk of system disruption or failure and could result in greater costs and operational impacts in the future.

FISCAL IMPACT: The total project budget is \$6,620,000, to be funded with \$4,100,000 from the FY 2025 Capital Facilities Renewal allocation and \$2,520,000 from institutional deferred maintenance funds.

CHANCELLOR’S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, Baltimore’s Health Sciences and Human Services Library Electrical Distribution System Renewal project as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

UMB, HSHSL Electrical Distribution Project

Date	10/30/2025
Stage of Estimate	Budget/ Planning
Design Cost	\$738,000
Construction Cost	\$4,558,000
Contingency (25%)	\$1,324,000
Project Total	\$6,620,000



TOPIC: University of Maryland, Baltimore: Health Sciences Facility I Electrical Distribution System
Renewal

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The University of Maryland, Baltimore (UMB) requests Board approval of an \$8.7 million project to renew the electrical distribution system serving Health Sciences Facility I. The project will replace original infrastructure from 1995 that has reached the end of its service life, enhancing reliability, safety, and resiliency for one of the University's primary research facilities. The work will be funded through institutional and facilities renewal resources.

Health Sciences Facility I (HSF I), located at 685 West Baltimore Street, is a 214,946-GSF building constructed in 1995. It houses biomedical research laboratories, vivarium operations, and administrative offices. The project entails a comprehensive modernization of the building's original electrical distribution system to enhance reliability, resiliency, and integration with the University's campus-wide building automation and metering systems.

The project scope includes the replacement of two existing 5-kV substations with new Main-Tie-Main gear equipped with draw-out circuit breakers and an automatic transfer scheme. The existing 5-kV substation serving the chiller lineup will be upgraded to improve capacity and reliability. A new normal-power connection will be provided to the fire pump at each end, connected through a transfer switch between both sources.

The project also includes the installation of a generator docking station to facilitate load banking and emergency power connection. All associated conduits, cabling, interlocks, labeling, and coordination with campus systems will be completed as part of this scope. New electrical metering, panel boards, and interface connections will be installed to integrate with the UMB campus building automation and metering systems. These will be programmed, tested, and commissioned to ensure full system functionality. Additional project elements include an updated arc flash and safety study following installation, factory testing of major electrical gear prior to shipment, and training sessions for UMB staff on operation and maintenance procedures.

Because HSF I is an active research facility, the building must remain operational throughout construction. To maintain continuity of operations, the contractor will implement temporary power systems and a detailed phasing and outage sequencing plan. All intrusive or outage-related work will occur off-hours or on weekends, coordinated in advance with UMB Facilities and affected stakeholders.

The procurement of certain electrical components is estimated to have a long lead time of 70 weeks. Due to this lengthy manufacture and delivery schedule, substantial completion is not expected until September 2027.

This maintenance project does not involve State funding or require Board of Public Works approval.

ALTERNATIVE(S): This project represents a lifecycle replacement of critical building infrastructure. The alternative would be to defer the work, increasing the risk of system disruption or failure until funds can be committed.

FISCAL IMPACT: The budget for this project is \$8,703,000, funded as follows:

FY 2025 ARB Capital Facilities Renewal	\$919,962
FY 2026 ARB Capital Facilities Renewal	\$4,516,778
Institutional Funds	\$3,266,250
Total	\$8,703,000

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, Baltimore's Health Sciences Facility I Electrical Distribution System Renewal project as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

Project Cost Summary

UMB, HSF I Electrical Distribution Project

Date	10/30/2025
Stage of Estimate	Budget/ Planning
Design Cost	\$1,117,000
Construction Cost	\$5,845,000
Contingency (25%)	1,741,000
Project Total	\$8,703,000



CAMPUS BOUNDARY -----

TOPIC: University of Maryland, Baltimore: Authorization of Maryland Global Initiatives Corporation to Support International Operations of other USM Institutions (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The Board of Regents authorized the establishment of the Maryland Global Initiatives Corporation (MGIC) on October 23, 2009 as an affiliated business entity as described in Section 12-113, Education Article. MGIC was established specifically to fill a gap in UMB's operational capacity. Similar capacity challenges are impacting the global engagement efforts of other USM institutions. Recently, the global engagement offices of several other USM institutions have expressed interest in engaging MGIC to support their foreign activities.

The purpose of MGIC was to enable the University of Maryland, Baltimore (UMB) to do business in foreign countries and with foreign collaborators when the University's international research, public service, and education activities required such capacities. As explained in the Board's original authorization, UMB and State of Maryland administrative, human resources, and financial systems are not intended to support and are not adaptable to operations in foreign countries. Affiliates which are not State entities can adopt business models appropriate to overseas operations necessary for effective performance of committed work and to support student and faculty activities abroad.

MGIC is a vital resource for UMB's international work, providing a cost-effective, efficient, and risk-managed mechanism to conduct business outside the U.S. and to advance the global mission of the University. MGIC offers positive fiscal impact by reducing compliance risk and legal liability, through the ability to process international financial transactions timely and safely, and through the ability to engage a diverse population of foreign vendors, service providers, partner institutions and research collaborators who otherwise are difficult or impossible to maintain through State mechanisms.

UMB proposes to utilize MGIC to offer international services to other USM institutions through a service center model, under the governing direction of the MGIC Board of Directors and administered by UMB's Division of International Operations.

ALTERNATIVE(S): MGIC could continue to restrict its services to the University, while all other USM institutions independently establish and support comparable affiliated business entities.

FISCAL IMPACT: Direct transaction expenses and an allocated contribution to direct administrative expenses will be charged to the institution requesting MGIC services. This revenue would benefit UMB.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents authorize MGIC to provide international services to other USM institutions to support their global initiatives.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

UMB MGIC SERVICES

TOPIC: University System of Maryland: Forty-Eighth Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds and Associated Conversion of Cash-Funded Projects to Revenue Bond Funding (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The Board of Regents has previously adopted forty-seven bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed Resolution authorizes the issuance of Revenue Bonds to finance an additional \$195.5 million of projects, \$158.6 million of which is for projects originally approved for cash funding and the remaining \$36.9 million is for newly authorized projects.

As of June 30, 2025, the System had nearly \$400 million of unspent cash-funded capital project authorizations, approved either through the Chancellor's authority for projects between \$1 million and \$5 million or by the Board for projects exceeding \$5 million, as well as State-approved projects included in the Governor's Capital Improvement Program. Continuing to fund these projects with cash would place added pressure on System reserves during a period of potential economic uncertainty and anticipated drawdowns of institutional fund balances.

This proposed action follows the approach taken by the Board in November 2020, when the Forty-Second Bond Resolution was amended to provide greater liquidity and flexibility during a period of financial uncertainty. Similarly, this Resolution provides authority to convert selected previously approved cash-funded projects to revenue bond funding as a means to conserve cash and maintain the System's financial resilience. Projects at both the University of Maryland, Baltimore, and the University of Maryland, College Park, have been identified for inclusion. See [Exhibit A](#) for a list of projects. Because spending on these projects may begin before the bonds are issued, this Resolution also authorizes the System to spend cash and reimburse itself using bond proceeds once issued. The corresponding financial analysis and required ratios are presented in [Exhibit B](#).

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): Continuing to cash-fund all approved projects would result in a faster use of reserves and limit the System's flexibility to manage potential economic or operational challenges.

FISCAL IMPACT: Issuance of an additional \$195.5 million of bonds would result in annual debt service of approximately \$15.6 million for 20 years at an assumed interest rate of 5.0%.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Forty-Eighth Bond Resolution and the associated conversion of cash-funding of selected capital projects to revenue bond funding, and the authority to spend cash immediately if needed to be reimbursed from the proceeds of the next bond issue, anticipated for February 2026.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

48TH BOND RESOLUTION - 112025

FORTY-EIGHTH BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

AUTHORIZING THE ISSUANCE AND SALE OF UP TO

\$195,512,753 UNIVERSITY SYSTEM OF MARYLAND

AUXILIARY FACILITY AND TUITION

REVENUE BONDS

OF MARYLAND

**FORTY-EIGHTH BOND RESOLUTION
OF THE BOARD OF REGENTS OF THE
UNIVERSITY SYSTEM OF MARYLAND**

RECITALS

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

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

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

WHEREAS, pursuant to the authority provided in Title 19, the System desires to issue and sell up to \$195,512,753 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as hereinafter defined) in one or more series from time to time, subject to the terms and conditions of this Forty-Eighth Bond Resolution (as amended or supplemented from time to time, this "Resolution" or "Forty-Eighth Bond Resolution") and the Indenture (as hereinafter defined) and secured by and payable from the Trust Estate pledged under the Indenture;

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

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

ARTICLE I

DEFINITIONS

Section 1.01. Terms Defined in the Indenture. Except as provided in Section 1.02, all initially capitalized terms contained in the Indenture when used in this Resolution shall have the same meaning herein as set forth in the Indenture.

Section 1.02. Additional Definitions. In addition to the words and terms defined in the Indenture and elsewhere defined herein, the following words and terms as used herein shall have the following meanings unless the context or use clearly indicates another or different meaning or intent:

“Academic Facilities Projects” means, collectively, those projects constituting “academic facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Accreted Amount” means the principal amount of any Capital Appreciation Bond as of the date of delivery, plus accrued interest (including compounded interest to the immediately preceding Interest Payment Date), if any.

“Arbitrage Compliance Agreement” means each Arbitrage Compliance Agreement (if any) or such other arbitrage or tax certification respecting payment of arbitrage rebate executed with respect to the Forty-Eighth Resolution Bonds issued on any Issuance Date.

“Authorized Denomination” means \$5,000 or any integral multiple thereof, or such greater amount or multiple as may be set forth in a System Order.

“Auxiliary Facilities Projects” means, collectively, the projects constituting “auxiliary facilities” as such term is defined in Title 19 which are defined as such in Section 2.04 of this Resolution, and individually, each of the projects so defined therein, and those projects which pursuant to Section 5.04 hereof are added as Projects.

“Bond Resolution(s)” means each and all of the Resolutions of the Board which authorize the issuance of Bonds.

“Bonds” has the meaning given that term in the Indenture.

“Capital Appreciation Bonds” are described in Section 2.02 of this Resolution.

“Current Interest Bonds” are described in Section 2.02 of this Resolution.

“Escrow Deposit Agreement” means each agreement by and between the System and the Trustee executed and delivered in accordance with Section 2.07 of this Resolution.

“Fixed Rate Bond” means a Forty-Eighth Resolution Bond bearing interest at a rate which is fixed to the maturity of such Forty-Eighth Resolution Bond.

“Forty-Eighth Resolution Bonds” means the Bonds of the System authorized by this Resolution.

“Forty-Eighth Resolution Rebate Fund” means the fund established pursuant to Section 6.01 of this Resolution and Section 7.01 of the Indenture.

“Indenture” means the Original Indenture, as supplemented and amended by the Supplemental Indenture and as further amended or supplemented from time to time.

“Interest Payment Date” means April 1 and October 1 of each calendar year or such other date or dates as may be prescribed in a System Order and for any Forty-Eighth Resolution Bond paid in full, the date of payment in full of such Forty-Eighth Resolution Bond.

“Issuance Date” means each date on which all or any portion of the Forty-Eighth Resolution Bonds are exchanged for the purchase price thereof.

“Liquidity Facility” means a Credit Facility which shall provide for the payment of the purchase price of Variable Rate Bonds tendered by the holders thereof for purchase as provided in a System Order regarding the issuance of such Variable Rate Bonds but shall not provide for the payment of the principal due on any such Variable Rate Bond at maturity or earlier redemption.

“Liquidity Provider” means the Person who provides a Liquidity Facility.

“Mandatory Sinking Fund Payment” is defined in Section 3.01 of this Resolution.

“Original Indenture” means the Indenture of Trust, dated as of May 1, 1989, by and between the System and the Trustee as approved by the Board of Regents pursuant to the 1989 Series A Bond Resolution of the System adopted May 3, 1989.

“Projects” means, collectively, the Academic Facilities Projects, the Auxiliary Facilities Projects and any other projects for which the proceeds of the Forty-Eighth Resolution Bonds are authorized to be used.

“Record Date” means (a) with respect to Forty-Eighth Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer, the 15th day of the calendar month immediately preceding an Interest Payment Date, whether or not such day is a Business Day, and (b) with respect to all other Forty-Eighth Resolution Bonds, the Business Day immediately preceding an Interest Payment Date.

“Refunding Bonds” means (i) Forty-Eighth Resolution Bonds of the System authorized by Section 2.06 of this Resolution or (ii) any Bonds issued under the authority of any other Bond

Resolution to refund Bonds previously issued to finance any Project or to refund any prior issue of Bonds, including refunding Bonds.

“Sinking Fund Redemption Date” is defined in Section 3.01 of this Resolution.

“Supplemental Indenture” means the First Supplemental Indenture of Trust dated June 14, 1995, by and between the System and the Trustee, which Supplemental Indenture supplements and amends the Original Indenture.

“System Order” means the separate written order with respect to the Forty-Eighth Resolution Bonds issued on any Issuance Date executed by an Authorized System's Representative.

“Variable Rate Bond” means a Forty-Eighth Resolution Bond bearing interest at a rate which is not fixed to the maturity of such Forty-Eighth Resolution Bond.

ARTICLE II

FORTY-EIGHTH RESOLUTION BONDS

Section 2.01. Authorized Amount of Forty-Eighth Resolution Bonds; Designation and Series; Purpose; Security.

(a) In order to provide sufficient funds to carry out the purposes described in this Section 2.01, and according and subject to the terms, conditions and limitations established in the Indenture and this Resolution, Forty-Eighth Resolution Bonds in an aggregate principal amount not to exceed \$195,512,753 are hereby authorized to be issued on one or more Issuance Dates from time to time as may be prescribed in a System Order regarding each issuance of Forty-Eighth Resolution Bonds, all of which shall be issued for the purposes of financing the Projects. The Forty-Eighth Resolution Bonds shall consist of Current Interest Bonds or Capital Appreciation Bonds or any combination thereof and may be issued from time to time on any Issuance Date. For the purposes of this Section 2.01, the principal amount of Capital Appreciation Bonds shall be the Accreted Amount as of the Issuance Date of such Capital Appreciation Bonds. Each System Order regarding each Issuance Date of the Forty-Eighth Resolution Bonds shall specify the aggregate principal amount of Forty-Eighth Resolution Bonds to be issued. In addition to the title “University System of Maryland Auxiliary Facility and Tuition Revenue Bonds,” each such System Order may prescribe or the Trustee may add to or incorporate into the general title or numerical designation of any Forty-Eighth Resolution Bonds, any words, figures or letters designed to distinguish Forty-Eighth Resolution Bonds issued on a particular Issuance Date from any other Forty-Eighth Resolution Bonds or any other series of Bonds issued on such Issuance Date.

(b) The proceeds from the issuance and sale of the Forty-Eighth Resolution Bonds shall be used for the purposes of financing or refinancing the cost of the Projects described in Section 2.04 hereof.

(c) The intended source of payment for the Forty-Eighth Resolution Bonds designated for Academic Facilities Projects shall be Tuition Revenues and the intended source of payment for the Forty-Eighth Resolution Bonds not designated for Academic Facilities Projects shall be Auxiliary Facilities Fees; provided, however, such intention as to source of payment shall in no way limit the lien of the Trust Estate or the right of the System to use any other source legally available for payment of any of the Forty-Eighth Resolution Bonds.

(d) The Forty-Eighth Resolution Bonds shall be secured as provided in the Indenture.

Section 2.02. General Terms of Forty-Eighth Resolution Bonds.

(a) The Forty-Eighth Resolution Bonds shall be dated as of the date or dates prescribed in a System Order.

(b) The Current Interest Bonds shall bear interest from their date, until paid, at the rate or rates set forth in, or determined in the manner provided in, a System Order (computed on the basis of (a) a 360-day year, composed of twelve 30-day months, in the case of Forty-Eighth Resolution Bonds which are Fixed Rate Bonds or which are Variable Rate Bonds then bearing interest at a rate which is fixed for a period of one year or longer or (b) a 365- or 366-day year, as appropriate, for the number of days elapsed in the case of all other Forty-Eighth Resolution Bonds) payable on each Interest Payment Date, and shall mature on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Eighth Resolution Bonds. Interest on the Capital Appreciation Bonds shall accrue from their date of delivery at the rate or rates and in accordance with the method set forth in a System Order, shall be compounded on April 1 and October 1 of each year or as set forth in a System Order and shall be payable at maturity or earlier on any redemption date, or on such date or dates as may be prescribed in a System Order, but in no event shall the latest maturity be later than thirty-three (33) years from the Issuance Date of the applicable series of Forty-Eighth Resolution Bonds.

(c) The Forty-Eighth Resolution Bonds shall be issuable as registered bonds without coupons in any Authorized Denomination. The Forty-Eighth Resolution Bonds initially shall be issued only in book entry form and an Authorized System's Representative is hereby authorized to enter into such agreements with a Depository as may be necessary or appropriate to issue the Forty-Eighth Resolution Bonds only in book entry form.

(d) The principal of and premium (if any) on the Current Interest Bonds and the principal of, and premium (if any) and interest due at maturity on, the Capital Appreciation Bonds shall be payable at the principal office or the principal corporate trust office of the Trustee, upon surrender of such Bonds at such principal office.

(e) Interest on the Current Interest Bonds shall be paid on each Interest Payment Date for the period from and including the immediately preceding Interest Payment Date for which interest has not theretofore been paid to but excluding the Interest Payment Date on which such payment is to be made. Subject to the terms of any agreement with a Depository and except as otherwise provided in a System Order, interest on the Current Interest Bonds shall be payable by check drawn upon the Trustee and mailed to the Persons in whose names such Current Interest Bonds are registered on the Bond Register as of the close of business on the Record Date immediately before the relevant Interest Payment Date; provided that the payment of interest on any such Current Interest Bonds in an aggregate principal amount equal to or greater than \$1,000,000 registered in the name of one Bondholder may, at the option of such Bondholder, be paid on any Interest Payment Date by wire transfer in federal reserve funds to any bank in the United States of America specified by such Bondholder, upon receipt by the Trustee of written notice on or before the Record Date immediately prior to the first Interest Payment Date upon which such a wire transfer is to be made. If any Bondholder shall elect to receive payment of interest by wire transfer, such election shall remain effective for all subsequent Interest Payment Dates until written notice revoking such election is received by the Trustee on or before the Record Date immediately prior to the Interest Payment Date for which notice of revocation is to be effective.

(f) As provided in the Indenture, the obligation of the System to pay the principal of, and premium (if any) and interest on, the Forty-Eighth Resolution Bonds, shall be secured by and satisfied solely from the Trust Estate.

Section 2.03. Form of Forty-Eighth Resolution Bonds. The Forty-Eighth Resolution Bonds shall be in the form as may, consistent with the Indenture and this Resolution, be approved in a System Order, and shall be executed and delivered as provided in Section 2.09 of the Indenture. Execution of any Forty-Eighth Resolution Bonds consistent with Section 2.09 of the Indenture shall be conclusive evidence of the System's approval thereof.

Section 2.04. Use of Proceeds; Projects Authorized. The following "auxiliary facilities" are hereby approved as projects, the costs of which may be paid from the proceeds from the issuance and sale of Bonds (see also Exhibit A):

- (1) University of Maryland, Baltimore (Baltimore City)
 - West Lexington Corridor Development Project
 - Howard Hall Upgrades
 - School of Medicine Renovations
 - Campuswide Facilities Renewal
- (2) University of Maryland, College Park (Prince George's County)
 - Athletics Facility Improvements
 - Campuswide Facilities Renewal
- (3) Frostburg State University

Brownsville Residence Hall: Renovation and Corrective Work

(4) Towson University (Baltimore County)

Academic Achievement Center and Towson Center Renovation

Barton House HVAC Improvements

Section 2.05. Deposit of Forty-Eighth Resolution Bond Proceeds. The System shall direct the payment of the net proceeds of the Forty-Eighth Resolution Bonds, in the following order:

(a) accrued interest, if any, on those Forty-Eighth Resolution Bonds that are Current Interest Bonds, from their dated date to but excluding the date of delivery thereof, shall be paid to the Trustee and deposited in the Interest Account of the Consolidated Bond Fund;

(b) proceeds of those Forty-Eighth Resolution Bonds designated as CBF Bonds which are Refunding Bonds shall be applied in accordance with Section 2.07 below; and

(c) proceeds of those Forty-Eighth Resolution Bonds designated as CBF Bonds which are not Refunding Bonds shall be deposited in the General Construction Fund, in such accounts as may be designated in a System Order.

Section 2.06. Refunding Bonds.

(a) Authority to Issue Refunding Bonds. In addition to the Forty-Eighth Resolution Bonds authorized pursuant to this Resolution, and pursuant to the authority provided in Section 19-108 of Title 19 and Section 2.07(c) of the Indenture, the System is authorized to issue from time to time on any Issuance Date, additional Forty-Eighth Resolution Bonds, as may be prescribed in a System Order, to refund any Forty-Eighth Resolution Bonds or any other Refunding Bond. The terms and provisions of Section 2.01(a), 2.02 and 2.03 of this Resolution shall govern the terms and provisions of any Refunding Bonds. Proceeds of any Forty-Eighth Resolution Bonds or any other Refunding Bonds may be used for the purpose of paying (i) the principal of, and premium (if any) and interest on any Forty-Eighth Resolution Bonds or any other Refunding Bonds previously issued under authority of this Forty-Eighth Bond Resolution or any other Bond Resolution, and (ii) any costs of issuance of such Forty-Eighth Resolution Bonds or any other Refunding Bonds.

(b) Allocation of Refunding Bonds. Any Refunding Bonds issued pursuant to the authority of this Forty-Eighth Bond Resolution shall be allocated to the Bond Resolution under which such Bonds to be refunded were originally issued without taking into account any premiums or discounts received in connection with the sale of such Bonds or the principal amount of such Refunding Bonds to be applied to pay the principal of, and premium (if any) and interest on any Bonds to be refunded or the costs of issuance of such Refunding Bonds.

Section 2.07. Escrow Deposit Agreements.

(a) On each Issuance Date of Refunding Bonds, the System and the Trustee, if advised by Bond Counsel, may execute and deliver an Escrow Deposit Agreement satisfying the requirements of this Section 2.07 and containing such other terms and conditions as the System may deem necessary or appropriate.

(b) Amounts held by the Trustee pursuant to an Escrow Deposit Agreement shall constitute part of the Trust Estate. If, and to the extent that, any Escrow Deposit Agreement provides for the disbursement of amounts for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Eighth Resolution Bonds being refunded, then such amounts shall not be deemed to be held by the Trustee for the benefit of the Refunding Bonds but only for the benefit of the Forty-Eighth Resolution Bonds being refunded, all at such times and with respect to such amounts as may be specified in such Escrow Deposit Agreement. Except as provided in the preceding sentence, or as may be provided in an Escrow Deposit Agreement, amounts held by the Trustee pursuant to such Escrow Deposit Agreement shall be held for the benefit of only the Refunding Bonds issued on such Issuance Date.

(c) The System, pursuant to an Escrow Deposit Agreement, is hereby authorized to require the Trustee to establish from time to time one or more additional funds, accounts or subaccounts under this Resolution.

(d) Amounts held pursuant to an Escrow Deposit Agreement shall be disbursed by the Trustee pursuant to the terms of such Escrow Deposit Agreement for the purpose of paying the principal of, and premium (if any) and interest on, Forty-Eighth Resolution Bonds being refunded and Refunding Bonds identified in such Escrow Deposit Agreement, on or prior to the maturity date thereof.

(e) A single Escrow Deposit Agreement may be executed in connection with the issuance of Refunding Bonds and other Bonds of the System, the proceeds of which are to be used to refund Outstanding Bonds under the Indenture.

Section 2.08. Consolidation of Bonds. Refunding Bonds (a) may be designated as CBF Bonds under the Indenture and (b) may be consolidated with, and issued together with, any other Bonds authorized to be issued under the Indenture. The proceeds of any Refunding Bonds may be consolidated and commingled with the proceeds of other Bonds issued to refund Outstanding Bonds under the Indenture as part of any Escrow Deposit Agreement that otherwise complies with Section 2.07 of this Resolution.

Section 2.09. Records for Academic Facilities and Auxiliary Facilities. The System shall maintain such books and records and shall make such allocations of the principal amount of Refunding Bonds and the payment of the principal of, and premium (if any) and interest on, such Refunding Bonds, as may be required from time to time in order to comply with the provisions of Section 19-102(e) of Title 19.

ARTICLE III

REDEMPTION OF FORTY-EIGHTH RESOLUTION BONDS

Section 3.01. Redemption Dates and Prices.

(a) The Forty-Eighth Resolution Bonds shall be subject to redemption, in whole or in part at any time, at the option of the System or on such date or dates and at such price or prices as may be set forth in a System Order. The principal value of any Capital Appreciation Bonds as of any date of redemption shall equal the Accreted Amount.

(b) The Current Interest Bonds or certain of such Current Interest Bonds shall be subject to mandatory redemption, on such date or dates as may be prescribed in a System Order (each such date being a "Sinking Fund Redemption Date"), in such principal amount or amounts and at such price or prices as may be prescribed in a System Order (each such amount being a "Mandatory Sinking Fund Payment").

Section 3.02. Redemption Amounts.

(a) The System may reduce the amount of any Mandatory Sinking Fund Payment payable on any Sinking Fund Redemption Date by an amount equal to the principal amount of Current Interest Bonds subject to such Mandatory Sinking Fund Payment that shall be surrendered uncanceled by the System to the Trustee for such purpose not less than sixty (60) days prior to such Sinking Fund Redemption Date.

(b) In the case of any partial redemption of Current Interest Bonds at the option of the System, the System may select for redemption (i) any one or more subsequent maturities of Current Interest Bonds, and (ii) if any maturity of Current Interest Bonds is subject to Mandatory Sinking Fund Payment, any one or more subsequent Mandatory Sinking Fund Payments to be credited as being paid, provided that the System shall have delivered to the Trustee, not less than sixty (60) days before such maturity date or Sinking Fund Redemption Date (or such lesser period of time as the Trustee may allow), a System Request stating its election to redeem such Current Interest Bonds in such manner. In such case, the Trustee shall reduce the amount of Current Interest Bonds to be redeemed on the Sinking Fund Redemption Date specified in such System Request by the principal amount of Current Interest Bonds so purchased or redeemed. In the absence of any such direction, the Trustee shall reduce subsequent maturities and Mandatory Sinking Fund Payments proportionately, in increments of the minimum Authorized Denomination, to the extent reasonably practicable.

(c) Any credit given to any Mandatory Sinking Fund Payments shall not affect any remaining or subsequent Mandatory Sinking Fund Payments which shall remain payable as otherwise provided herein, unless and until another credit is given in accordance with the provisions hereof.

(d) In the case of any partial redemption of Forty-Eighth Resolution Bonds, the particular Forty-Eighth Resolution Bonds or portions thereof to be redeemed shall be selected by the Trustee in proportion to the principal amount of Forty-Eighth Resolution Bonds then outstanding, to the maximum extent practicable, and in such manner as the Trustee shall deem

fair and equitable; provided, however, that so long as the Forty-Eighth Resolution Bonds are registered in book-entry form with a Depository, the particular Forty-Eighth Resolution Bonds or portions thereof to be redeemed shall be selected by the Depository in such manner as the Depository shall determine. If any Forty-Eighth Resolution Bonds to be redeemed are selected by lot, such method shall be conclusively deemed fair and equitable. In the case of any partial redemption of Forty-Eighth Resolution Bonds, in selecting Forty-Eighth Resolution Bonds for redemption the Bond Registrar shall treat each Forty-Eighth Resolution Bond as representing that number of Forty-Eighth Resolution Bonds as is obtained by dividing the principal amount of such Forty-Eighth Resolution Bond by the minimum Authorized Denomination. If it is determined that one or more, but not all, of the units of the minimum Authorized Denomination of face value represented by any Forty-Eighth Resolution Bond are to be redeemed, then upon notice of intention to effect such redemption, the Holder of such Forty-Eighth Resolution Bond shall forthwith surrender such Forty-Eighth Resolution Bond to the Trustee (i) for payment of the redemption price (including accrued interest thereon on the date fixed for redemption) of the portion thereof called for redemption and (ii) for exchange for Forty-Eighth Resolution Bonds in any Authorized Denomination or Denominations in the aggregate principal amount of the unredeemed portion of such Forty-Eighth Resolution Bond, which shall be issued to the Holder thereof without charge therefor. If the Holder of any such Forty-Eighth Resolution Bond to be redeemed in part shall fail to present such Forty-Eighth Resolution Bond to the Trustee for payment and exchange, as aforesaid, such Forty-Eighth Resolution Bond shall, nevertheless, become due and payable on the date fixed for redemption to the extent of the unit or units of the minimum Authorized Denomination of principal amount called for redemption (and to that extent only).

ARTICLE IV

CONSOLIDATED BOND FUND; ADDITIONAL FUNDS

Section 4.01. Payments into Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.01(b) hereof, moneys transferred from the Revenue Fund in respect of the Forty-Eighth Resolution Bonds shall be deposited in the order and amount set forth in Section 5.02 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall establish such additional accounts within the Consolidated Bond Fund as shall be directed in a System Order relating to such Variable Rate Bonds. Moneys transferred from the Revenue Fund in respect of any Variable Rate Bonds may be deposited in any such additional accounts established within the Consolidated Bond Fund, and the amounts, times and order of priority of deposits to the Interest Account, the Principal Account and any such additional accounts established within the Consolidated Bond Fund with respect to such Variable Rate Bonds shall be as set forth in such System Order.

Section 4.02. Disbursements from Consolidated Bond Fund.

(a) Subject to the provisions of Section 4.02(b) hereof, the Trustee is hereby authorized and directed to withdraw and disburse moneys in the Consolidated Bond Fund in the order and amount, and for the purposes, set forth in Section 5.03 of the Indenture.

(b) In connection with the issuance of any Variable Rate Bonds, the Trustee shall be authorized and directed to withdraw and disburse moneys in the Principal Account, the Interest Account and any additional accounts established pursuant to Section 4.01(b) hereof within the Consolidated Bond Fund in the order and amounts, and for the purposes, set forth in the System Order relating to such Variable Rate Bonds.

Section 4.03. Establishment of Additional Funds or Accounts.

(a) In addition to any accounts established by the Trustee pursuant to Section 4.01(b) and 4.02(b) hereof, there may be established within the Consolidated Bond Fund, pursuant to the System Order regarding the issuance of any series of the Forty-Eighth Resolution Bonds or as requested by the Authorized System's Representative, such additional trust accounts as shall be necessary or convenient in connection therewith and as shall be permitted pursuant to Section 5.01 of the Indenture. Deposits to and payments from such separate funds or accounts shall be as set forth in such System Order, subject in all events to the provisions of the Indenture.

ARTICLE V

GENERAL CONSTRUCTION FUND

Section 5.01. Deposit to General Construction Fund. Upon receipt by the Trustee of the moneys specified in Section 2.05(c) hereof, such moneys shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund, in such amounts as may be specified in a System Order.

Section 5.02. Deposit of Moneys Transferred from the Forty-Eighth Resolution Rebate Fund. Any moneys transferred from the Forty-Eighth Resolution Rebate Fund to the General Construction Fund shall be deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account in such amounts as may be specified in a System Request.

Section 5.03. Disbursements

(a) Proceeds of the Forty-Eighth Resolution Bonds deposited in the Academic Facilities Project Account and the Auxiliary Facilities Project Account of the General Construction Fund shall be disbursed in accordance with the provisions of Section 6.03 of the Indenture for the Costs of the Projects.

(b) Upon completion of the Projects, any moneys remaining in the General Construction Fund (other than moneys retained to pay costs, expenses and interest not then due and payable) shall be transferred to the Excess Proceeds Account and shall be held and disbursed by the Trustee in accordance with Section 6.04 of the Indenture.

Section 5.04. Additions to and/or Deletions from the Academic Facilities Projects and the Auxiliary Facilities Projects to be Financed.

(a) The System, without the consent of the Trustee or the Holders of the Forty-Eighth Resolution Bonds, may from time to time amend Section 2.04 hereto to include as

a Project any “academic facilities” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Eighth Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel, or to delete from Section 2.04 any Academic Facility Project listed therein; provided, however, that each item shall have been approved by the General Assembly of the State of Maryland pursuant to Section 19-102(d) of Title 19. In connection with any such amendment of Section 2.04, the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an academic facility.

(b) The System, without the consent of the Trustee or the Holders of the Forty-Eighth Resolution Bonds, may from time to time amend Section 2.04 hereto to include as an Auxiliary Facilities Project any other “auxiliary facilities,” as such term is defined in Title 19, to be constructed by the System and items of equipment to be acquired or installed by the System for which the use of Forty-Eighth Resolution Bond proceeds is authorized pursuant to Title 19, as confirmed by an approving opinion of Bond Counsel or to delete from Section 2.04 auxiliary facility projects listed therein to be acquired or constructed by the System and items of equipment to be acquired and installed by the System. In connection with any such amendment of Section 2.04 the System shall deliver to the Trustee the amended Section 2.04 together with a System Certificate approving such amendment and certifying that each item set forth in Section 2.04, as so amended, qualifies as such an auxiliary facility.

Section 5.05. Authorization for Use of Proceeds of Forty-Eighth Resolution Bonds for Other Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of the Forty-Eighth Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to prior Bond Resolutions and any Projects authorized pursuant to this Forty-Eighth Bond Resolution. In addition, the proceeds of the Forty-Eighth Resolution Bonds deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to subsequent Bond Resolutions without amending any other Bond Resolution and without the necessity of any amendment to this Forty-Eighth Bond Resolution or the consent of the Trustee or any Holder of the Forty-Eighth Resolution Bonds.

Section 5.06. Authorization for Use of Proceeds of Bonds from Prior Bond Resolutions for Projects. As provided in the Indenture, all monies in the General Construction Fund may be disbursed to pay for the costs of any Auxiliary Facilities Project and any Academic Facilities Project. The proceeds of any Bonds heretofore or hereafter issued under any prior Bond Resolutions and deposited in the General Construction Fund are hereby authorized to be used for any Projects authorized pursuant to this Forty-Eighth Bond Resolution.

ARTICLE VI

REBATE FUND

Section 6.01. Rebate Fund. The Trustee if directed shall establish such Rebate Fund in connection with the Forty-Eighth Resolution Bonds as shall be directed in a System Order relating to any such Forty-Eighth Resolution Bonds and as provided in the Indenture. To the

extent not inconsistent with the provisions of the Indenture, such System Order may restrict such Rebate Fund for use in connection with the Forty-Eighth Resolution Bonds or may permit the use of such Rebate Fund in connection with other series of Bonds hereafter issued under the Indenture. Deposits shall be made to, and disbursements may be made from, such Rebate Fund as provided in such System Order, to the extent not inconsistent with the provisions of the Indenture.

ARTICLE VII

ADDITIONAL PERMITTED INVESTMENTS

Section 7.01. Additional Permitted Investments. As permitted by clause (i) of the definition of Permitted Investments of the Indenture, the following are added as Permitted Investments for the investment of the proceeds of the Forty-Eighth Resolution Bonds and all Funds established by this Resolution:

(a) Repurchase, resale and other similar agreements with any person provided (i) such agreements are continuously collateralized with Government Obligations, (ii) the market value of the collateral is not less than one hundred two percent (102%) of the repurchase price (including interest), (iii) the Trustee or a third party acting as agent or custodian of the collateral solely for the Trustee has possession of the collateral, (iv) the collateral is free and clear of all liens and encumbrances, (v) the Trustee shall be entitled to liquidate the collateral if the requirement of subclauses (i) and (ii) are not continuously satisfied and (vi) the Trustee shall have a first priority perfected security interest in the collateral;

(b) Investment agreements, the provider of which is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) by two Rating Agencies; and

(c) Investment agreements issued by any provider:

- (i) that is rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) of a Rating Agency, or
- (ii) whose obligations under such investment agreements are unconditionally guaranteed by parent entities or other third parties that are rated in one of the two highest rating categories (without regard to qualification, numerical or otherwise) from a Rating Agency, or

- (iii) who satisfies the rating requirements of clause (i) or (ii) above and whose obligations under such investment agreements are collateralized by obligations described in clauses (a), (b), (d) or (e) under the definition of “Permitted Investments” in the Indenture or in clauses (a) or (b) above of this Article VII and which are delivered to the Trustee, or registered in the name of the Trustee, or are supported by a safekeeping receipt issued by a depository satisfactory to the Trustee, provided that such investment agreements must provide that the value of such obligations collateralizing such investment agreements shall be maintained at a current market value (determined not more frequently than monthly) of not less than 102% of the aggregate amount of the obligations of such financial institution, insurance company or financial services firm;

provided, however, that any investment agreement, at the time it is entered into, must meet and comply with the requirements of clause (i), (ii) or (iii) above.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Supplemental Resolutions. The System may, without the consent of, or notice to, any of the Bondholders, enter into a resolution or resolutions supplemental hereto which shall not be inconsistent with the terms and provisions hereof, provided that, in the opinion of Counsel to the Trustee, the change effected thereby is not to the prejudice of the interests of the Trustee or the Bondholders as permitted by Section 13.01 of the Indenture.

Section 8.02. Limitation of Rights. With the exception of the rights herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution or the Forty-Eighth Resolution Bonds is intended or shall be construed to give to any Person other than the System, the Trustee and the Holders of the Forty-Eighth Resolution Bonds, any legal or equitable right, remedy or claim under or in respect to this Resolution or any agreements, conditions and provisions herein contained; this Resolution and all of the agreements, conditions and provisions hereof being intended to be and being for the sole and exclusive benefit of the System, the Trustee and the Holders of the Forty-Eighth Resolution Bonds as herein provided.

Section 8.03. Severability. If any provision of this Resolution shall be invalid, illegal or unenforceable because it conflicts with any constitution or statute or rule of public policy or for any other reason, such circumstances shall not have the effect of rendering the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatever.

Section 8.04. Immunity of Regents and Officers. No recourse for the payment of the principal of or premium (if any) or interest on, any Forty-Eighth Resolution Bond or for any claim based thereon or otherwise in respect thereof or of this Resolution shall be had against any member of the Board of Regents or officers or employees of the System whether past, present or future, whether by virtue of any constitution, statute or rule of law, all such liability (if any) being hereby expressly waived and released as a condition of and in consideration of the issuance of the Forty-Eighth Resolution Bonds.

Section 8.05. Private Use of the Projects. The System covenants that it will not make, or (to the extent the System exercises control or direction) permit to be made, any use of the Projects, or any portion thereof, by any other Person, if such use would cause those Forty-Eighth Resolution Bonds to be “private activity bonds” within the meaning of Section 141 of the Code, unless the System and the Trustee receive an opinion of Bond Counsel to the effect that such use does not adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Forty-Eighth Resolution Bonds, if any.

Section 8.06. Sale of Forty-Eighth Resolution Bonds. As permitted by Title 19, the Board of Regents hereby finds and determines that the best interests of the System will be served by selling each issuance of the Forty-Eighth Resolution Bonds at either a public competitive sale or a private (negotiated) sale as the Chancellor of the System deems to be in the best interest of the System at such prices, which may be at, above or below par, as the Chancellor of the System deems to be in the best interest of the System. In the event that two bidders offer to purchase an issue of the Forty-Eighth Resolution Bonds at the same lowest true interest cost at a public competitive sale, the Chancellor of the System shall determine in his sole discretion to which of the bidders such issue of the Forty-Eighth Resolution Bonds will be awarded. In the event of a private (negotiated) sale the Chancellor of the System shall select the purchaser of such issue of the Forty-Eighth Resolution Bonds which the Chancellor of the System deems to be in the best interest of the System.

Section 8.07. Official Statement. There is hereby authorized to be prepared and distributed, in conjunction with each issuance and sale of the Forty-Eighth Resolution Bonds, both a preliminary and a final official statement (the “Official Statement”). The preliminary official statement and the final official statement shall be in the form approved by either of the Chairperson of the Board of Regents or the Chancellor of the System whose execution by either of them shall be conclusive evidence of the approval thereof. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to execute by their manual or facsimile signatures and to deliver in the name of and on behalf of the System the Official Statement regarding each issuance of the Forty-Eighth Resolution Bonds and to deem the Official Statement as final for the purposes of Securities Exchange Act Rule 15c2-12, as amended or supplemented from time to time, or any successor law, rule or regulation (“Rule 15c2-12”).

Section 8.08. Continuing Disclosure. The Chairperson of the Board of Regents and the Chancellor of the System, acting jointly or individually, are hereby authorized to enter into one or more continuing disclosure agreements with respect to information contained in, or matters relating to, the Official Statement for any Forty-Eighth Resolution Bonds and any other Bonds of the System. Any person designated as an “Authorized System’s Representative” under the Indenture is hereby authorized to prepare and file with the Municipal Securities Rulemaking Board such financial or other information as may be required to comply with the requirements of Rule 15c2-12, and to delegate the preparation and filing of any such information to any other officer or employee of the System. The System’s bond counsel is also designated as an agent for the System for purposes of preparing and filing any such information.

Section 8.09. Absence of Chairperson or Chancellor. If the Chairperson of the Board of Regents is unable to act or unavailable for any reason, or such position is vacant, the Chairperson of the Finance Committee of the Board of Regents is hereby authorized and

empowered to act in place of the Chairperson of the Board of Regents, and if the Chancellor of the System is unable to act or unavailable for any reason, or such position is vacant, the Vice Chancellor for Administration and Finance is hereby authorized and empowered to act in place of the Chancellor of the System.

Section 8.10. Further Actions. The Chairperson of the Board of Regents, the Chairperson of the Finance Committee, the Secretary and Assistant Secretary of the Board of Regents of the System, the Chancellor of the System, and the Vice Chancellor for Administration and Finance of the System and other officials of the System are hereby authorized and empowered to do all acts and things and execute such instruments, documents and certificates (including all necessary closing certificates) and otherwise take all action necessary, proper or expedient in connection with each issuance, sale and delivery of the Forty-Eighth Resolution Bonds.

Section 8.11. Validity of Signatures. In the event any Regent or officer of the System who has executed any bond, document, certificate or other matter ceases to be a Regent or officer before delivery, the signature is valid and sufficient for all purposes as if the Regent or officer had remained in office until delivery.

Section 8.12. Declaration of Official Intent. The System reasonably expects to pay costs permitted by this amendment to the Forty-Eighth Bond Resolution with respect to the Projects described in Section 2.04 prior to the issuance of the Forty-Eighth Resolution Bonds and reasonably expects that certain proceeds of the Forty-Eighth Resolution Bonds will be used to reimburse the System all or a portion of such prior expenditures paid by the System. Because the System intends that the interest on the Forty-Eighth Resolution Bonds will be excludable from the gross income of the holder for purposes of federal income taxation, the System intends that this Amendment to Forty-Eighth Bond Resolution shall be and constitute a declaration of official intent within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department. The Bonds issued as a result of this resolution will be issued in a total principal amount not to exceed \$50,000,000.

Section 8.13. Liberal Construction. The terms of this Forty-Eighth Bond Resolution are not intended to be restrictive or technical. Accordingly, this Forty-Eighth Bond Resolution shall be liberally construed in order to carry out and effectuate the purposes set forth herein and in Title 19.

AND BE IT FURTHER RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND THAT this Resolution shall be effective on the date of its adoption by the Board of Regents.

ADOPTED, this 12th day of December, 2025.

Ellen Herbst
Sr. Vice Chancellor for Administration

UMB	SFCP/Board	USM	Total
Howard Hall			
HH Mechanical Infrastructure Upgrades (23-377)	\$ 51,327,400	\$	51,327,400
Howard Hall/Bressler Research Electrical Upgrades		\$ 804,516	804,516
Howard Hall 1st Floor Classroom and Office Renovations		132,392	132,392
Howard Hall D3040 Heat Exchanger - Preheat Converter - E1, E2 Renewal (23-338)		3,122,924	3,122,924
Total Howard Hall	51,327,400	4,059,831	55,387,231
School of Medicine			
SOM -HSF III 5th & 6th Floor Tenant Space Buildouts (23-326)		25,682,932	25,682,932
SOM HSF I Vav & Reheat Coil Replacement (Project 24-305)		1,684,208	1,684,208
SOM AHRB Air Handler Replacement (22-358)		3,925,949	3,925,949
SOM Campus Air Compressor Replacement (25-307)		86,334	86,334
SOM Allied Health Hydraulic Passenger Elev - 5-Story - Cab 1 & Cab 2 (23-382)		1,197,444	1,197,444
SOM GRB General Research Building Traction Geared Passenger Elev - Low-Rise - Cab 1 & Cab 2 (23-383)		1,779,099	1,779,099
SOM HSF I Traction Geared Passenger Elev - High-Rise - Cab 1 Cab 6 (23-384)		4,077,814	4,077,814
SOM IHV Traction Geared Passenger Elev - High-Rise - Cab 1 Cab 3 and Hydraulic Material Lift - Basement (23-385)		2,775,535	2,775,535
Total School of Medicine	-	41,209,315	41,209,315
Facilities Renewal			
Davidge Hall Roof Repair (19-366)		6,058,735	6,058,735
BRB Replace Energy Recovery Units & Exhaust Fans (20-330)		7,144,595	7,144,595
Total Other	-	13,203,330	13,203,330
TOTAL UMB CASH AUTHORIZATION TO TRANSFER	\$ 51,327,400	\$ 58,472,476	\$ 109,799,876

UMCP	SFCP/Board	USM	Total
Athletics			
Track & Field relocation	\$ 6,368,147	\$	6,368,147
Field Hockey & Lacrosse Complex expansion	824,933		824,933
Soccer & Track Stadium Improvements	24,769,731		24,769,731
Softball Practice Facility		\$ 1,589,080	1,589,080
SECU Stadium Concrete Stairs & Handrails		1,910,000	1,910,000
Total Athletics	31,962,811	3,499,080	35,461,891

UMCP	SFCP/Board	USM	Total
Facilities Renewal			
Office Space for CMREC	563,804		563,804
Chestertown Hall Central HVAC Renovation	5,096,747		5,096,747
Chem Building Create Geology Research Laboratories		1,400,000	1,400,000
Van Munching Hall-Convert Underutilized offices		636,983	636,983
Physics bldg-create classrooms		7,707	7,707
Research Park Bldg I Renov		1,292,234	1,292,234
Thomas V. Miller Jr. Adm bldg		318,448	318,448
Lee bldg-Third fl renov		106,368	106,368
Thurgood Marshall Hall - Exterior Sculptures "Do Good"		182,560	182,560
Eppley Rec Center Air Handling Unit		390,362	390,362
SCUB 2 Heating Water Piping Replacement		48,995	48,995
Severn Building - EV Charging Stations		185,082	185,082
CSPAC Upgrade Lighting in Six Theatres		1,704,807	1,704,807
Shoemaker Building Reno for Counseling Center		566,957	566,957
Chemical & Nuclear Engineering Bldg - Nuclear Reactor Cooling Upgrade		400,000	400,000
Glenn L. Martin Wind Tunnel Machinery Modernization		400,000	400,000
Total Facilities Renewal	5,660,551	7,640,503	13,301,054
TOTAL UMCP CASH AUTHORIZATION TO TRANSFER	\$ 37,623,362	\$ 11,139,584	\$ 48,762,945
TOTAL CASH AUTHORIZATION TO TRANSFER	\$ 88,950,762	\$ 69,612,060	\$ 158,562,821
NEW BOND AUTHORIZATION			
UMB	SFCP/Board	USM	Total
West Lexington Corridor Development Project	\$ 18,400,000	\$	18,400,000
FSU			
Brownsville Residence Hall: Renovation and Corrective Work	8,549,932		8,549,932
TU			
Barton House HVAC Phase III (80625)		\$ 3,800,000	
Academic Achievement Center and Towson Center Renovation (80349)	10,000,000		10,000,000
TOTAL NEW AUTHORIZATION	\$ 36,949,932	\$ 3,800,000	\$ 36,949,932
TOTAL BOND AUTHORIZATION	\$ 125,900,694	\$ 73,412,060	\$ 195,512,753

I. Total Cash and Investments must be at least 90% of Total Adjusted Debt

Cash and Investments to Debt Outstanding		6/30/2025
<u>University System</u>		
Cash and equivalents	\$	3,203,868,430
Restricted cash and equivalents		33,966,925
Endowment investments		543,310,419
Other investments		51,674,585
Total University System Cash and Investments		3,832,820,359
<u>Affiliated Foundations</u>		
Cash and equivalents		103,252,932
Endowment investments		1,627,056,846
Other investments		1,058,084,689
Total Affiliated Foundation Cash and Investments		2,788,394,467
Total Cash and Investments	\$	6,621,214,826
<u>Debt</u>		
Revenue bonds outstanding	\$	975,820,000
Notes payable		28,338,161
Lease obligations		104,383,198
Subscription obligations		98,809,112
Public private partnerships - housing		358,330,000
Public private partnerships - energy		350,520,000
Total University System Debt	\$	1,916,200,471
Cash and Investments to Debt Outstanding		346%
<u>Adjusted Cash and Investments to Debt Outstanding</u>		
Projects authorized for cash spending, not yet spent	\$	529,131,096
Adjusted Cash and Investments	\$	6,092,083,730
Projects authorized for debt funding, not yet issued	\$	204,801,475
Adjusted Debt	\$	2,121,001,946
Adjusted Cash and Investments to Debt Outstanding		287%
<u>Projected Cash and Investments to Debt Outstanding</u>		
Total cash converted to debt 48th Bond Resolution	\$	158,562,821
Adjusted Cash and Investments	\$	6,250,646,551
Total authorized debt 48th Bond Resolution	\$	195,512,753
Adjusted Debt	\$	2,316,514,699
Projected Cash and Investments to Debt Outstanding		271%
II. State Legislated Debt Capacity, MD Education Code § 19-102		
State legislated debt cap	\$	1,700,000,000
Debt outstanding - revenue bonds (at par)		975,820,000
Capital leases		31,020,000
Available Debt Capacity	\$	693,160,000
III. Bond Indenture, Debt Service Coverage Ratio (Projected)		
<i>Tuition Revenues and Net Auxiliary Facility Fees is not less than 200% of Maximum Annual Debt Service on the Bonds</i>		
Tuition revenues and net auxiliary facility fees	\$	2,022,377,224
Maximum annual debt service - projected	\$	139,926,214
Debt service coverage		1445%

TOPIC: University of Maryland, College Park: Salesforce Contract Extension (action)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The University of Maryland, College Park requests approval to extend its contract with Salesforce, Inc. for three years, through January 2029, at a total cost of \$5.29 million. The extension will maintain the University's TerpEngage platform, a unified, cloud-based system for managing student recruitment, advising, and engagement. This action ensures continuity of operations while avoiding significant costs and disruption that would result from transitioning to a new platform.

An original purchase order was issued in 2018 for three years, for \$462,690 based on a UMGC agreement. In 2021, a sole source contract was issued in the amount of \$1,122,586 for the initial one-year period to continue development of TerpEngage using Salesforce products. Pricing at that time was determined to be fair and reasonable by comparing Salesforce's licensing model with those used by peer institutions, including UMGC, Towson University, and the University of Maryland, Baltimore. Contracting directly with Salesforce, rather than through a reseller, also yielded savings estimated at \$150,000.

The contract contained option renewals and was subsequently modified to reflect changes in product mix, increases in business units, and additional users. These adjustments were incorporated over time, bringing the total contract value to \$7.6 million for the period February 2021 through January 2026.

Since 2018, the University has used Salesforce software products to build TerpEngage, a unified solution for managing student recruitment, admissions, advising, retention, and alumni engagement activities. TerpEngage is a mission-critical platform that integrates with multiple campus systems to provide a 360-degree view of the student lifecycle and delivers personalized, coordinated, and timely communications. Replacing this system would entail substantial conversion costs, including procurement of a new platform, configuration and development of existing tools, engagement of an implementation partner, and retraining of staff and students.

Through negotiations with Salesforce, UMCP secured a contract extension with only a minimal 0.15% increase in product costs, just \$7,717 over the three-year period, compared to prior annual license fees of \$1,760,826. Salesforce's initial proposal included a 9% increase, and the University's negotiations achieved a cost avoidance of approximately \$467,700, or 8.85%.

The contract extension will ensure continued access to essential cloud-based software, licenses, and support services for TerpEngage, which underpins the University's student engagement, data management, and communications functions. It is crucial in supporting the student population during their time at the University and beyond. It aligns with the University's ongoing digital transformation efforts, and commitment to modernizing constituent engagement, improving operational efficiency, and maintaining robust data governance and security standards.

This request for approval is made pursuant to the USM Board of Regents Policy on Approval of Procurement Contracts, Section VIII-3.10 for procurements exceeding \$5 million. This contract extension will not require the approval of the Board of Public Works.

UMCP SALESFORCE

VENDOR: Salesforce, Inc. San Francisco, CA
Marc Benioff, CEO

ALTERNATIVE(S): Without this contract extension, the University would need to either discontinue use of Salesforce for the TerpEngage platform or procure a replacement system through a new solicitation. Either option would require significant staff time, transition planning, and retraining, and could disrupt critical student services that rely on the platform's integrated functions. Given the extensive configuration and data integration already in place, replacing Salesforce at this stage is not considered a practical or cost-effective alternative.

FISCAL IMPACT: The three-year contract extension totals \$5,290,195, or \$1,763,398 annually. The extension reflects a minimal price increase of \$7,717 over the prior contract period and a cost avoidance of approximately \$467,700 (8.85%) compared to Salesforce's initial proposal.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the University of Maryland, College Park to extend its contract with Salesforce, Inc. for the TerpEngage platform through January 2029.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL

DATE: 12/3/25

BOARD ACTION:

DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Meeting Minutes from October 27, 2025 (information)

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The Finance Committee will review the minutes from its October 27, 2025, public and closed sessions and determine whether they accurately reflect the meeting and the actions taken.

ALTERNATIVE(S): The Committee may defer approval or request corrections.

FISCAL IMPACT: No fiscal impact is anticipated.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends approval of the minutes.

COMMITTEE RECOMMENDATION: APPROVED BY FINANCE COMMITTEE	DATE: 12/3/25
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BOARD ACTION: N/A - SUBMITTED FOR INFORMATION PURPOSES	DATE:
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SUBMITTED BY: Ellen Herbst (301) 445-1923



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE

October 27, 2025

Meeting via Video and Conference Call

DRAFT

Minutes of the Public Session

Regent Gonella called to order the meeting of the Finance Committee of the University System of Maryland Board of Regents at 11:01 a.m., with participants joining by video conference and teleconference.

Regents participating in the session included: Ms. Gooden, Mr. Gonella, Mr. Hasan, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Chancellor Perman, Ms. Herbst, Ms. Lawrence, Mr. Minor, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, President Pines, Ms. Aughenbaugh, Mr. Bitner, Mr. Danik, Mr. Donoway, Ms. Edenhart-Pepe, Mr. Henley, Mr. Jones, Mr. Lockett, Mr. Lowenthal, Mr. Nemazie, Mr. Oler, Mr. Palmer, Mr. Petree, Mr. Reuning, Dr. Rhodes, Mr. Sergi, Mr. Berkheimer, Mr. Olen, Mr. McCann, Ms. Borgerding, Ms. Latimore, Mr. Maginnis, Ms. Skinner, Dr. Caraco, Ms. Auburger, Mr. Beck, Ms. Denson, Mr. Eismeier, Mr. Hickey, Mr. Li, Mr. Muntz, Ms. Norris, Mr. Acton, Ms. Sule, Dr. Ojo, Ms. McMann, and other members of the USM community and the public.

Regent Gonella welcomed all participants to the October meeting of the Finance Committee. He noted that, as Chair Fish was away, he would be leading the meeting. Regent Gonella also welcomed the committee's newest member, Regent Speaks, and noted that the committee looks forward to her contributions. He then turned to the first item on the agenda.

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

Regent Gonella introduced the first item. He noted that the Board adopted the original resolution in June 2025 to authorize the issuance of bonds for several approved projects. Last month, the Board approved the committee's recommendation to increase funding for the Tubman Hall refurbishment at Bowie State University. The amendment authorizes an additional \$4 million in revenue bonds for the project and updates the total authorization under the Forty-Seventh Resolution accordingly. With this change, the project's total bond-supported funding increases to \$14.05 million, and the overall authorization under the resolution rises from \$96.059 million to \$100.059 million. Regent Gonella also noted that Miles & Stockbridge is serving as bond counsel for the transaction and that issuing an additional \$4 million would result in estimated annual debt service of approximately \$318,000 over 20 years at an assumed interest rate of 5%.

The Finance Committee recommended that the Board of Regents approve the Amendment to the Forty-Seventh Bond Resolution.

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

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

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

Regent Gonella introduced the next item. Salisbury University seeks to increase the project budget by \$2.4 million, from \$12.0 million to \$14.4 million, to replace end-of-life mechanical systems that support the campus's dining hall. The project includes new exhaust hoods, a conveyor dishwasher with ducted exhaust, multiple general exhaust fans, seven make-up air units, and associated fire-suppression systems and ductwork.

He noted that the project was originally authorized in June through the System Funded Construction Program based on a 2021 engineer's estimate, but the design/build contractor, Whiting-Turner, has issued updated cost estimates reflecting current market conditions. Higher costs stem from limited regional competition, elevated mechanical and electrical labor rates, specialized equipment requirements, and constrained bidding capacity due in part to a major hospital construction project in the region. Additional delays resulted from design complexity, updated codes, and the need to schedule work to avoid disrupting summer dining operations.

The project is now fully bid and includes a 15% contingency. Funding will come from institutional resources, and the new mechanical systems are expected to reduce annual utility costs by more than \$75,000. Salisbury was represented by Ms. Edenhart-Pepe, vice president for administration and finance; Mr. Berkheimer, associate vice president for facilities and capital management; and, from the UMCP service center, Mr. Olen.

In response to a question from Regent Mirani regarding the potential impact on students during the project, Mr. Berkheimer noted that while menu options may be limited at times, the campus will take steps to minimize disruption, including using outside vendors if necessary. Regent Hasan asked for clarification about the stage of the estimate being presented, and Mr. Olen confirmed that the construction manager has provided final costs, including subcontractor bids, and that no changes are anticipated other than unforeseen conditions that would be addressed through the project contingency. In response to a question from Regent Wood, Mr. Olen briefly reviewed the bid process.

The Finance Committee recommended that the Board of Regents approve Salisbury University's request to increase the project budget authorization to a total of \$14.4 million for the Commons Building Kitchen HVAC Replacement, as described in the item.

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

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

3. Towson University: Central Utility Plant Fire Restoration (action)

Regent Gonella welcomed the representatives from Towson University and the UMB Service Center. He also recognized that this meeting marked the final appearance of Mr. Lowenthal before his departure from the university to become CFO at Touro University in New York, following more than 30 years of service to the State of Maryland. Regent Gonella thanked Mr. Lowenthal for his leadership and extended best wishes for continued success. He then welcomed Mr. Palmer, who will be serving as Towson's interim CFO.

Regent Gonella introduced the item, noting that it concerns restoration work following a July 31 storm that caused water infiltration and a fire in Substation 2 of the Central Utility Plant. The fire was extinguished after several sprinkler heads discharged, and the university quickly assessed the damage, maintained essential operations, and installed temporary systems to support the campus core. All three substations in the affected switchgear room were damaged beyond repair and require replacement. Towson University is requesting project authorization of \$9.7 million to undertake this work and is working with the State's insurance program to determine the level of reimbursement, with the university responsible for at least the \$2.3 million deductible.

During discussion, Regent Mirani asked whether work on the project could begin before insurance matters were resolved. Mr. Jones confirmed that the university can proceed while insurance issues are being finalized and noted that redesign work necessary to support long-term operations is underway, with a targeted completion date in fall 2027. Regent Hasan asked for clarification on the nature of the cost estimate, observing that the construction figure is rounded at the million-dollar level. Representatives from Towson and the UMB Service Center explained that the estimate remains highly conceptual, as engineering work is still underway and the construction manager has recently joined the project team. Regent Hasan expressed concern about approving a request at such an early stage of development.

Committee members acknowledged the urgency of the request, noting that Towson University cannot delay critical work and that timely ordering of equipment, some with lead times exceeding 18 months, requires authorization to proceed. After discussion, the committee agreed to recommend a conditional approval that allows the university to proceed while requiring Towson to return to the next meeting with a more detailed estimate and status update.

The Finance Committee recommended that the Board of Regents approve Towson University's \$9.7 million project request for the Central Utility Plant Fire Restoration, to be funded through a combination of insurance proceeds and institutional fund balance for costs not covered by insurance, with the condition that the university return to the December meeting to provide a breakdown of the elements of the project and confirm that the project total remains appropriate.

(Regent Gonella moved recommendation, seconded by Regent Speaks; approved)
Vote Count = Yeas: 7 Nays: 0 Abstentions: 0

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

Regent Gonella introduced the next item, an information report on procurement contracts between \$1 million and \$5 million, as well as any emergency or expedited procurements, for fiscal year 2025. A total of 49 contracts met the reporting threshold, with a combined value of \$112.075 million. There were no emergency or expedited procurements during the reporting period. Of the contracts awarded, 51% went to Maryland-based firms, and the Minority Business Enterprise participation rate was 8%. A detailed chart summarizing the report is included in the meeting materials. Associate Vice Chancellor Hickey was present to address any questions from the committee; none were raised.

The Finance Committee received the item for information purposes.

5. Enrollment Update and FY 2026 Estimated FTE Report (information)

Regent Gonella introduced the next item, the annual Preliminary Enrollment and FTE Report. He noted that the report provides the first official look at fall 2025 enrollment, reflecting preliminary figures compiled after the final add/drop deadline. While the numbers will be finalized shortly, these early counts have historically aligned closely with the final totals. The report also offers an early indication of how actual enrollment compares to the projections approved by the Board last spring. Regent Gonella highlighted that total USM enrollment for fall 2025 is 178,131 students, a record high for the System. This growth appears to be driven by both a record cohort of first-time, full-time undergraduates and the third consecutive year of increases in graduate enrollment. He then turned the presentation over to Mr. Muntz, associate vice chancellor for decision support and chief analytics officer.

Mr. Muntz presented the report, noting that fall 2025 includes more than 1,000 additional first-time freshmen compared to last year and an estimated increase of approximately 2,500 full-time equivalent (FTE) students for fiscal year 2026. He reviewed trends in undergraduate and graduate enrollment, institutional changes since 2019, and updated projections. His presentation also outlined the annual cycle through which enrollment data inform the System's financial planning, including tuition, fee, and budget development.

The supporting slides are available online: <https://www.usmd.edu/regents/agendas/>.

During discussion, Regent McMillen asked how the System's positive enrollment results reconcile with national concerns about an anticipated "enrollment cliff." Mr. Muntz explained that projections show the number of Maryland high school graduates remaining stable over the next decade and that approximately 64% of the state's 70,000 public high school graduates remain in Maryland. Because Maryland is a net exporter of college-going students, increased competition from other states seeking to attract Maryland students is expected as national declines begin. Regent McMillen then asked what steps the System might take to reduce the state's "brain drain." Chancellor Perman responded that the System's branding campaign presents an opportunity to strengthen awareness of USM institutions and that the focused early-college initiative is an important strategy for reaching students who may not otherwise engage with an institution or visit a campus. Mr. Muntz added that roughly half of the Maryland students who enroll elsewhere return to the state to work.

In response to an inquiry from Regent Hasan, Mr. Muntz acknowledged that UMGC accounted for much of the prior year's growth, while all but two institutions experienced enrollment increases last year. Looking ahead, Sr. Vice Chancellor Herbst added that, with the tuition-setting process beginning in late January, it is too early in the cycle to assess how future tuition decisions might affect enrollment trends. Dr. Wrynn commented that the traditional student is, in many respects, now the nontraditional student, but emphasized that the USM will always have a place for students who choose to come directly after high school. Regent Speaks asked about tracking of returning students, and Mr. Muntz reported that the System's first-time student retention rate remains strong, typically between 80 and 82%.

The Finance Committee received the item for information purposes.

6. Convening Closed Session

Regent Gonella read the Convene to Close Statement.

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

The Chancellor recommended that the Committee on Finance vote to reconvene in closed session.

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

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

Regent Gonella thanked everyone for joining. The public meeting was adjourned at 12:01 p.m.

Respectfully submitted,

Geoff J. Gonella
Committee member, presiding



UNIVERSITY SYSTEM
of MARYLAND

**BOARD OF REGENTS
COMMITTEE ON FINANCE**

October 27, 2025

Meeting via Video Conference

DRAFT

Minutes of the Closed Session

Regent Gonella called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 12:06 p.m. via video conference.

Regents participating in the session included: Mr. Gonella, Mr. McMillen, Mr. Mirani, Ms. Speaks, and Mr. Wood. Also participating were: Ms. Herbst, Ms. Lawrence, Mr. Minor, Dr. Wrynn, Ms. Wilkerson, Assistant Attorney General Boyle, Assistant Attorney General Palkovitz, Assistant Attorney General Stover, Mr. Acton, Ms. Denson, Mr. Hickey, Ms. Norris, and Ms. McMann. President Pines, Mr. Oler, Mr. Reuning, Mr. Maginnis, Ms. Skinner, Dr. Beiler, Mr. Price, Mr. Lamore, Mr. Rosan, Dr. Powers, Ms. Vernon, and Mr. Steen also participated in part of the session.

1. The committee discussed the lease of property in the City of College Park (§3-305(b)(3)).
(Regent Gonella moved recommendation, seconded by Regent Speaks; approved)
Vote Count = Yeas: 4 Nays: 0 Abstentions: 1 – Regent Mirani
2. The committee discussed the acquisition of property in Queen Anne’s County (§3-305(b)(3)).
(Regent Gonella moved recommendation, seconded by Regent McMillen; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0
3. The committee discussed the investment of the Common Trust Fund (§3-305(b)(5)).
This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 12:53 p.m.

Respectfully submitted,

Geoff J. Gonella
Committee member, presiding

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Approval of Minutes (action)

COMMITTEE: Governance & Compensation Committee

DATE OF COMMITTEE MEETING: December 3, 2025

SUMMARY: The members of the Governance & Compensation Committee will take action to approve meeting minutes from the October 27, 2025 public and closed sessions.

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

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends the Committee approve the minutes.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Denise Wilkerson



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON GOVERNANCE AND COMPENSATION

October 27, 2025

Meeting via Video and Conference Call

Minutes of the Public Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 9:01 a.m. on Monday, October 27, 2025 via Zoom.

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

1. **Approval of Meeting Minutes from September 3, 2025, Public and Closed Sessions (action)** The Regents reviewed and approved the meeting minutes from the previous meeting.
(Regent Leggett moved recommendation, seconded by Chair Gooden; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. **Convening Closed Session (action)** Regent Leggett read the closing statement on matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b).
(Regent Hur moved recommendation, seconded by Regent Smarick; approved)
Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

The public meeting was adjourned at 9:03 a.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance and Compensation



**BOARD OF REGENTS
COMMITTEE ON GOVERNANCE & COMPENSATION**

October 27, 2025
Meeting via Video Conference

Minutes of the Closed Session

Regent Leggett called the meeting of the Governance and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 9:04 a.m. on Monday, October 27, 2025 via Zoom.

Those in attendance included Regents Leggett, Gooden, Lewis, Hur, Smarick, and Wood; Chancellor Perman; Senior Vice Chancellors Herbst and Wrynn; Vice Chancellor Lawrence and Minor; AAGs Langrill and Boyle; and Ms. Wilkerson, Ms. Perry, Mr. Chanen, and Ms. Roxas; Ms. Lambert-Jones and Ms. Richmond.

1. **Collective Bargaining Update (information)** (§3-305(b)(9)).
The Regents were provided with the status of collective bargaining negotiations at each USM institution. This item was presented for information purposes; there were no votes on this item.
2. **University of Maryland, College Park Mid-Negotiation Briefing re MOU with FOP (action)** (§3-305(b)(9)).
The Regents reviewed and endorsed UMCP's proposals as presented.
(Regent Leggett moved the recommendation, seconded by Chair Gooden; approved)
Vote Count = Yeas: 6 Nays: 0 Abstentions: 0
3. **Review of Certain Contracts and Employment (information)** (§3-305(b)(1)).
The Regents reviewed personnel contracts, subject to review under Policy VII-10.0. This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 9:29 a.m.

Respectfully submitted,

Ike Leggett
Chair, Committee on Governance & Compensation

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Review of the Committee Charge, Role, and Responsibilities (Action)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: November 19, 2025

SUMMARY: The members of the Intercollegiate Athletics and Student-Athlete Health and Welfare Committee will review and discuss any proposed updates to the Committee's charge, role, and responsibilities.

Also included for information purposes only is the meeting schedule for Fiscal Year 2026.

ALTERNATIVE(S): Language could be amended based on the discussion.

FISCAL IMPACT: There is no anticipated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Intercollegiate Athletics and Student-Athlete Health and Welfare Committee recommend that the Board of Regents approve the charge of the Committee.

COMMITTEE RECOMMENDATION: RECOMMEND FOR APPROVAL DATE: NOVEMBER 19, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



UNIVERSITY SYSTEM of MARYLAND

Board of Regents

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Charge, Role, and Responsibilities

Charge:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

Role and Responsibilities:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall consider and report or recommend to the Board of Regents on matters concerning expectations and requirements of institutions with intercollegiate athletics programs; minimum standards System-wide for institutions arrangements with student-athletes, including scholarships, student support services, health insurance and Title IX practices and compliance; and new Board of Regents policy changes recommended for full Board of Regents approval. The Committee will also review presidential success in managing institutional intercollegiate athletics in accordance with policy requirements. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare will also monitor (1) developments in intercollegiate athletics nationally, whether with the NCAA, athletic conferences, Federal legislation, judicial or administrative decisions, rule-making or other forms of national accountability, as well as crises at institutions nationwide that have resulted in harm to students, and (2) assess implications for USM institutions and provide advice, as appropriate.

Members of the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare are appointed annually by the Chairperson of the Board. The Committee shall meet as needed, but no fewer than three times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

- A. Information on health and academic support protocols provided to student-athletes.
- B. Information on Title IX compliance.
- C. Information on institution's student-athletes academic progress and graduation success.
- D. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations.
- E. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations.
- F. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.
- G. Information on significant emerging intercollegiate issues nationwide and their impact on the institution's ICA program.

The Committee shall prepare and provide its annual APR and financial reports to the full Board. The Committee shall also share the appropriate reports, respectively, with the committees on **Education Policy & Student Life and Safety** and **Finance** for information purposes.



Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Tentative Work Plan for Fiscal Year 2026

November 19, 2025 1:00 PM (Zoom meeting)

- a) Review of the Committee charge, role, and responsibilities (Open session)
- b) Mid-year athletic directors' updates – UMBC, SU, UMCP (Open session)
- c) Legislatively required annual report on institution and System policy changes impacting student athletes- Jordan McNair Safe and Fair Play Act Report (Open session)
- d) Proposed educational presentation (Open session)

January 16, 2026 – due date for program and financial info, president's statements, NCAA AUP, embargoed NCAA APR

March 23, 2026 1:00 PM (Zoom meeting)

- a) Mid-year athletic directors' updates – BSU, TU (Open session)
- b) Financial condition and results of intercollegiate athletic programs (Open session)
- c) Summary of ICA internal audits (Dave Mosca)
- d) Tentative – State of Athletic Trainers (Open session)

April 24, 2026 – due date for all academic information, affirmations, mid-year financial results and projections, all outstanding NCAA reports, and projected APR

June 3, 2026 10:00 AM (Zoom meeting)

- a) Title IX intercollegiate athletics issues – (Open session)
- b) Mid-year athletic directors' updates – UMES, FSU, CSU (Open session)
- c) Summary of student-athlete admission, graduation, and academic progress (Open session)
- d) Proposed educational presentation (Open session)

TOPIC: The Jordan McNair Safe and Fair Play Act Report (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: November 19, 2025

SUMMARY: The Jordan McNair Safe and Fair Play Act, adopted in the spring of 2021, established an annual requirement for the University System of Maryland to report on student-athletes, including any policy changes related to the health and safety of student-athletes at each institution.

In July 2025, System institutions with Intercollegiate Athletics were asked for an inventory of every policy and procedure that related to student-athlete safety, health, and wellness. Institutions were also asked to provide a link to or attachment of the policies/procedures and asked to note when the policies were established and if changes had been made since August 2024.

All institutions complied with this request. The information collected was compiled into a report that was submitted to the General Assembly by the October 1, 2025 deadline.

Dr. Zakiya Lee, Associate Vice Chancellor for Student Affairs, will provide a summary of the report, which demonstrates the depth and breadth of campus policies related to the health and safety of student-athletes.

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: NOVEMBER 19, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst 301-445-1923 and Alison Wyrnn 301-445-1992

October 1, 2025

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis, MD 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis, MD 21401

Re: Report Required by §2–1257 of the State Government Article (Jordan McNair Safe and Fair Play Act)

Dear President Ferguson and Speaker Jones:

On behalf of the Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare, I offer the University System of Maryland's report to comply with the Jordan McNair Safe and Fair Play Act, which states, "The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2–1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes."

Please contact me at zlee@usmd.edu or 301-445-1991 if you have any questions.

Sincerely,



Zakiya S. Lee
Associate Vice Chancellor for Student Affairs

CC: Sarah Albert, Department of Legislative Services (5 copies); Geoff Gonella, USM Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare; Jay Perman, USM Chancellor; Ellen Herbst, USM Administration and Finance; Alison Wrynn, USM Academic and Student Affairs; Susan Lawrence, USM Government Relations; Samantha Norris, USM Administration and Finance

The Jordan McNair Safe and Fair Play Act

University System of Maryland

Final
October 2025



The University System of Maryland's Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare submits the following report as mandated by The Jordan McNair Safe and Fair Play Act, which states, "The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2-1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes."

University System of Maryland and Oversight of Intercollegiate Athletics

The University System of Maryland (USM) has collaborated with and gathered information and data on the intercollegiate athletics programs at its institutions for many years with a policy on athletics oversight first adopted in 1990. In 2013, the Board of Regents (BOR) established the Workgroup on Intercollegiate Athletics to formalize processes, procedures, and the oversight of the athletics programs. The Workgroup diligently reviewed and assessed the academics, health and wellness, Title IX compliance, and financial status of athletics programs. Institutional information was reviewed by and presented to the Workgroup and reported up to the standing committees on Education Policy and Student Life and Finance, as appropriate. In 2020, the BOR approved the dissolution of the aforementioned workgroup and the establishment of a more formal, robust, long-standing, public-facing entity – the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare.

In April 2021, the charge of that committee (included as an appendix to this report) was approved and incorporated into the Bylaws of the USM Board of Regents. The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare is charged with performing all necessary oversight of compliance with Board of Regents policy expectations, considering issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and determining the need for further or amended Board of Regents policy requirements. This includes, but is not limited to: (1) reviewing presidential performance in managing institutional intercollegiate athletics, (2) monitoring developments in intercollegiate athletics nationally, (3) requesting information from the institutions on the health and welfare of athletes and academic support protocols provided to student-athletes; Title IX compliance and complaints; and institutions' student-athletes academic progress and graduation success; and (4) analyzing financial status, commitments, and obligations. The Committee meets as needed but no fewer than three times each fiscal year. ***The committee's charge was last reviewed and approved in November 2024.*** At that time, technical amendments were made to correct and/or include the names of the BOR's committees on Education Policy Student Life and Safety and Finance, which are other committees connected to functions within intercollegiate athletics.

Topics covered during the FY 2025 meetings of the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare include:

November 6, 2024

1. Review of the Committee Charge, Role, and Responsibilities
2. Amendments to BOR V-2.10 University System of Maryland Policy on Intercollegiate Athletics
3. Annual Report on Institution and BOR Policy Changes Impacting Student-athletes - Jordan McNair Safe and Fair Play Act Report
4. Introduction to Student-Athlete Life – Riley Donahue, Student-Athlete, UMBC
5. Mid-year Athletic Director Updates – Rotating – UMBC, SU, UMCP
 - Student health and safety
 - Academic performance and progress
 - Financial affairs of the program

April 7, 2025

1. Mid-year Athletic Director Updates – Rotating – CSU, BSU
 - Student health and safety
 - Academic performance and progress
 - Financial affairs of the program
2. Internal Audit Summary of Intercollegiate Athletics
3. Presentation on Student-Athlete Mental Healthcare by Towson Athletics Licensed Therapist
4. Financial Condition and Results of Intercollegiate Athletic Programs

May 29, 2025

1. Mid-year Athletic Director Updates – Rotating – TU, UMES, FSU
 - Student health and safety
 - Academic performance and progress
 - Financial affairs of the program
2. Title IX Intercollegiate Athletics Status
3. Summary of Student-Athlete Admission, Graduation, and Academic Progress

Regents serving on the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare in FY 2025 were:

Geoff Gonella (*chair*)

Tom McMillen

Hugh Breslin

Michelle Gourdine

Josiah Parker

Bill Wood

Linda Gooden (*ex officio*)

University System of Maryland Board of Regents Policies on Intercollegiate Athletics

All Board of Regents ICA-related policies and the work of the former workgroup and current standing committee are based on the philosophy that student-athletes are, first and foremost students, and it is the expectation of the Board of Regents that student-athletes' academic performance and progress will be comparable to that of non-athletes. Management of the athletics programs, with focus on financial expectations as well as academic and health and wellness goals and expectations, are among those elements to be considered in the annual evaluations of presidential performance.

Following are the intercollegiate athletics-specific policies maintained by the University System of Maryland Board of Regents:

V-2.00 – Policy on Student Athletics (approved in January 1990) – This policy establishes that the responsibility for adopting rules for the administration of intercollegiate athletics is delegated to the President of each institution, subject to Board policies and to applicable Federal and State law and any governing athletic association's rules.

V-2.10 – Policy on Intercollegiate Athletics (approved in April 1991; most recently amended in November 2024) – This policy establishes the general philosophy of and expectations surrounding ICA as well as describing institutions' reporting and accountability requirements (including compliance with the Jordan McNair Act); academic, fiscal, and compliance responsibilities; ongoing reporting obligations; and the distribution and use of sensitive information. This policy also mandates that institutions with intercollegiate athletics program, "have in place procedures, internal and external, which provide careful and thorough scrutiny of the sports program and deliver required information to the president and, as appropriate, to the Chancellor and the Board of Regents." During the November 2024 meeting, the committee considered that, during the September meeting of the full Board of Regents, the Major Investigations Taskforce members presented a report which recommended that the presidents' reporting requirement be moved from the "Compliance Issues" section to the "Ongoing Reporting Obligations". The wording of the reporting requirement remains the same. The proposed amendments were vetted through the USM shared governance process and had been approved for form and legal sufficiency by the Maryland Attorney General's Office. The Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare unanimously approved the amendments, which were then approved by the full Board of Regents.

V-2.20 – Policy on Academic Achievement in Intercollegiate Athletics (approved October 2014) – This policy establishes the importance of successful academic achievement for student athletes and associated reporting requirements.

University System of Maryland’s Institutions’ and the System Office’s Compliance with the McNair Act Reporting Mandates

The McNair Act states, “The University System of Maryland Intercollegiate Athletics Workgroup shall submit a report to the General Assembly, in accordance with §2-1257 of the State Government Article, on student athletes in the University System of Maryland, including any student athlete policy changes at each institution related to the health and safety of student athletes.”

To satisfy this requirement, staff to the Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare asked the institutions with NCAA intercollegiate athletics to submit a report detailing their policies and procedures related to the safety, health, and wellness of student-athletes. The staff also requested links or hard copies of each policy or procedure, the date it was established, the date of last review, and a brief description of changes and motivating factors since August 2024. The reporting requirement from the General Assembly only asked for *policy* changes, but the Committee expanded the request to include procedures/guidelines, as much of the infrastructure designed to address student-athlete health and wellness is contained in procedures or protocols that are not official policies.

Eight University System of Maryland institutions have intercollegiate athletics.

Bowie State University – Division II
Coppin State University – Division I
Frostburg State University – Division II
Salisbury University – Division III
Towson University – Division I
University of Maryland, Baltimore County – Division I
University of Maryland, College Park – Division I
University of Maryland Eastern Shore – Division I

Following is a chart of the policies and procedures related to the safety, health, and wellness of student-athletes for each USM institution with intercollegiate athletics and the University System of Maryland Board of Regents.

Bowie State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate "No Changes"
Yearly Medical Requirements for Athletic Participation	2018	August 2025	Updated platform from front rush to spry for electronic medical forms
Non-Athletic Related Injuries	2018	August 2025	No Changes
Medical Referrals	2018	August 2025	No Changes
Dietary Supplements	2018	August 2025	No Changes
Blood-Borne Pathogens	2018	August 2025	No Changes
Eating Disorders	2018	August 2025	No Changes
Methicillin-Resistant Staphylococcus Aureus	2018	August 2025	No Changes
Concussion Management Policy	2018	August 2025	No Changes
Lightning Policy	2018	August 2025	No Changes
Indoor Heat Policy	2018	August 2025	No Changes
Cold Weather Policy	2018	August 2025	No Changes
Heat Index Policy	2018	August 2025	No Changes
Prevention of Heat Illness	2018	August 2025	No Changes
Pregnancy Policy	2018	August 2025	No Changes
Mental Health Policy	2018	August 2025	No Changes
Sickle Cell Trait/Disease Policy	2018	August 2025	No Changes
AED Policy	2018	August 2025	Added additional AEDs to athletic facilities
Rhabdomyolysis Policy	2021	August 2025	No Changes
Asthma Policy	2021	August 2025	No Changes
Coverage Guidelines	2018	August 2025	No Changes
Emergency Care and Coverage	2018	August 2025	No Changes
Reporting Student Concerns Regarding Athletic Programs and Activities	2019	August 2025	No Changes
Coppin State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate "No Changes"
Athletic Training Room Rules, Guidelines, & Procedures	2020	Summer 2025	New updated rules, guidelines, and procedures to better explain the expectations for the student-athletes

Concussion Safety Protocol	2015	7/2025	Updated document to explain new Sway Medical implantation and upgraded. IMPACT computerized testing was removed
Sickle Cell Trait Testing Policy and Procedure	2010	8/2025	More educational content and information needed to inform the SCT + SA /Coaches about ECAST
Reporting Student Concerns Regarding Athletic Programs and Activities	2019	2025	No Changes
Necessary Medical Requirements and Information for Student-Athletes before CSU Athletic Scheduled Activity (COVID-19)	2021	7/2025	No Changes
Sports Medicine Emergency Action Plan – Heat Illness	November 2021	7/2025	More educational content with new images of Athlete Safety chart and the heat safety regions
Adapted Medical Triage and Algorithms – Asthma	October 2021	8/2025	More educational content with an updated data plan for each asthmatic
Return to Play from Rhabdomyolysis	October 2021	7/2025	No Changes
Frostburg State University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate “No Changes”
Student-Athlete Ethical Behavior	June 2019	Aug. 2024	No Changes
FSU Student-Athlete Code of Conduct	June 2019	Dec. 2023	No Changes
Student-Athlete Advisory Committee Structure	June 2019	April 2024	No Changes
Student-Athlete Media Policy	June 2019	Aug. 2024	No Changes
Athletic Training Clinic General Rules	June 2019	Aug. 2023	No Changes
Injury Clearance Chain of Command	June 2019	Aug. 2023	No Changes
Communication Regarding Clearance to Participate After an Injury/Illness	June 2019	Aug. 2023	No Changes
Student-Athlete Medical Information	June 2019	Aug. 2023	No Changes
Student-Athlete Insurance	June 2019	Aug. 2023	No Changes
Medical Testing and Clearance	June 2019	Aug. 2023	No Changes
Treatment Procedures – Infectious Diseases	June 2019	Aug. 2023	No Changes
Treatment Procedures – Concussion	June 2019	Aug. 2023	No Changes
Treatment Procedures – Sickle Cell	June 2019	Aug. 2023	No Changes
Treatment Procedures – Mental Health & Illness	June 2019	Aug. 2023	No Changes
Treatment Procedures – Nutrition and Eating Disorder/Disordered Eating Policies	June 2019	Aug. 2023	No Changes

Treatment Procedures – Student-Athlete Pregnancy	June 2019	Aug. 2023	No Changes
Inclement Weather – Heat Exposure	June 2019	Aug. 2023	No Changes
Inclement Weather – Cold Exposure	June 2019	Aug. 2023	No Changes
Inclement Weather – Air Quality	June 2019	Aug. 2023	No Changes
Inclement Weather – Lightning	June 2019	Aug. 2023	No Changes
Initial Grant-In-Aid for New Students	June 2019	2025	In accordance with guidance from the Office of General Counsel, FSU updated its Athletic Grant-in-Aid to explicitly clarify that student-athletes enrolled in the Clark School of Engineering are not eligible to receive athletic scholarships. This revision ensures compliance with institutional and system-wide policies and provides clear communication to prospective and current student athletes regarding scholarship eligibility criteria.
Non-Renewal/Reduction of Athletic Scholarships	June 2019	Aug. 2023	No Changes
Procedures for Appealing Reduction/Cancellation/Non-Renewal	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Student Handbook Defined	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Academics	June 2019	Aug. 2024	Updated study hall policy with new location in the Adams/Wyche Center of Academic Excellence
Student-Athlete Development & Well Being – Frostburg State University Missed Class Policy	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Policy on Transgender Participation in Athletics	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Sexual Harassment	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Hazing	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Harassment Policies and Grievance Reporting – Unethical, Improper, Illegal Behavior	June 2019	Aug. 2023	No Changes
Student-Athlete Development & Well Being – Governance	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Departmental Evaluation and Exit Survey/Interview	June 2019	May 2024	No Changes

Student-Athlete Development & Well Being – Community Engagement	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Athletic Awards Banquet	June 2019	Aug. 2024	No Changes
Student-Athlete Development & Well Being – Wellness Policies and Resources	June 2019	Aug. 2024	No Changes
Department of Athletics Grievance Reporting – Reporting Student Concerns Regarding Athletic Programs and Activities	2019	Aug. 2023	No Changes
Treatment Procedures – Rhabdomyolysis	2021	Aug. 2023	No Changes
Treatment Procedures – Asthma	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Heat Illness	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Sick Cell Trait	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Concussion	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Skin Infection	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Asthma	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Dental Injuries	2021	Aug. 2023	No Changes
Treatment Procedures – Return to Play – Seizure	2021	Aug. 2023	No Changes
Facility EAP – Wrestling Room	2021	Aug. 2023	No Changes
Salisbury University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate “No Changes”
Reporting Student-Athlete Concerns about Athletic Programs and Activities (State-Mandated)	2019	2025	No Changes
Concussion Management	2012 – annual review	2025	No Changes
Heat Related Procedures	2018 – annual review	2025	No Changes
Emergency Action Plan	2012 – annual review	2025	Changes were made to EAP during summer of 2025 to be more user friendly and to expand details for each venue and each sport. New format also included more details for post emergency documentation and debriefing based on current

			standards by the NATA.
Guidance – Sickle Cell Trait Test Verification	2010 – annual review	2025	No Changes
Asthma – Screening and Treatment Plans	2021 – annual review	2025	No Changes
Exertional Rhabdomyolysis Management Plan	2021 – annual review	2025	No Changes
Towson University			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate “No Changes”
05-03.00 Reporting Student-Athlete Concerns about Athletic Programs and Activities	2020	July 2025	No Changes
Student Athlete Handbook – Procedures for Reporting Student-Athlete Concerns about Athletic Programs and Activities	2020	July 2025	No Changes
Student-Athlete Handbook – Drug Testing Procedures	2018	July 2025	No Changes
Student-Athlete Handbook – Patient Privacy, Chaperones and Informed Consent	2018	July 2025	No Changes
Student-Athlete Handbook – Sports Medicine	2019	July 2025	No Changes
Student-Athlete Handbook – Strength & Conditioning	2018	July 2025	Updated structure of policy and language to reflect Performance Technology and Testing
Towson Sports Medicine Procedure Manual	2011	July 2025	No Changes
Conditioning Best Practices	2019	July 2025	Included in Strength and Conditioning portion of SA Handbook
Mental Health Best Practices	2018	July 2025	No Changes
Towson Strength & Conditioning Operations Manual	January 2020	July 2025	Included in Strength and Conditioning portion of SA Handbook
Inclement Weather Procedure	2015	July 2025	No Changes
Sport Program Evaluations, Surveys and Exit Interviews	2013	July 2025	No Changes

University of Maryland, Baltimore County			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate "No Changes"
UMBC Student Concerns About Athletic Programs and Activities Interim Policy # V-2.00.01	Oct. 1, 2019	7/28/23	No Changes
UMBC Hazing Policy #V-8.00.01	June 12, 2018	7/28/23	No Changes
UMBC Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination # VI-1.60.01	Aug. 14, 2020	7/28/23	No Changes
UMBC Substance Abuse Policy # III-5.00.04	May 31, 2018	7/28/23	No Changes
UMBC Interim Policy on Student Social Media Privacy # V-1.20.01	Feb. 28, 2017	7/28/23	No Changes
UMBC Smoking Policy # VI-8.10.01	March 1, 2016	7/28/23	No Changes
UMBC Athletics Collapse/Cardiac Arrest Emergency Action Plan	June 20, 2019	7/23/25	No Changes
UMBC Athletics Critical Incident Internal Communication Protocol	August 1, 2021	7/23/25	Updated to reflect staffing changes
UMBC Athletics Clinical Management Guideline: Sick Cell Trait Crisis Management	July 2018	7/23/25	No Changes
UMBC Athletics Asthma Management Guideline	June 2019	7/23/25	No Changes
UMBC Athletics Body Composition Assessment Policy and Procedure	July 5, 2018	7/23/25	No Changes
UMBC Athletics Cardiac Arrest Overview	Aug. 20, 2018	7/23/25	No Changes
UMBC Athletics: Diabetes Management in the Athlete	July 2018	7/23/25	No Changes
UMBC Athletics Progressive Spine Injury Assessment	July 2018	7/23/25	No Changes
UMBC Athletics Final Heat Illness Prevention & Management	July 2018	7/23/25	No Changes
America East Hot & Cold Weather Competition Policy	July 1, 2019	7/23/25	No Changes
UMBC Athletics Cold Weather Policy	January 2019	7/23/25	No Changes
UMBC Athletics Lightning Safety Policy	July 2019	7/23/25	No Changes
UMBC Athletics Baseball & Softball Emergency Action Plan	June 2021	7/23/25	Updated to Reflect Staffing Changes
UMBC Athletics Basketball Volleyball Aux Gym Emergency Action Plan	June 2021	7/23/25	Updated to Reflect Staffing Changes
UMBC Athletics Basketball Volleyball Main Gym Emergency Action Plan	June 2021	7/23/25	Updated to Reflect Staffing Changes
UMBC Athletics Lacrosse Emergency Action Plan	June 2021	7/23/25	No Changes
UMBC Athletics Soccer Emergency Action Plan	June 2021	7/23/25	Updated to Reflect Staffing Changes
UMBC Pool EAP	June 2021	7/23/25	Updated to Reflect Staffing Changes

UMBC Varsity Weight Room EAP	June 2021	7/23/25	No Changes
UMBC Athletics Concussion Management Program	June 2018	7/23/25	No Changes
UMBC Sports Medicine Concussion Return to Play Protocol Guideline	July 2018	7/23/25	No Changes
UMBC Concussion Return to Play Protocol - Sport Specific	March 2020	7/23/25	No Changes
UMBC Drug Testing Policy	August 2010	7/23/25	Updated to reflect THC removal
UMBC Clinical Management Guideline: Rhabdomyolysis Crisis Management	Sept. 2021	7/23/25	No Changes
UMBC Mental Health EAP	July 2018	7/23/25	No Changes
UMBC Mental Health Crisis & Routine Contact Information	July 2024	7/23/25	No Changes
University of Maryland, College Park			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate "No Changes"
Sports Medicine Services Overview	2021	May 2025	Federal and state funding uncertainty required reduction of hourly employees in athletic training and sports nutrition, as well as a loss of .5 FTE in physical therapy. However, sports remain adequately covered by full-time athletic training staff.
Medical Model Organizational Chart	Pre-2013; Updated 2022	2024	Updated with new staff; attached
Biq Ten Institutional Control	2015; Updated 2020	2024	No changes
Emergency Action Plan	Pre-2013; Updated 2022	Mar 2025	Attached; construction impacts
Medical Clearance to Participate	Pre-2013; Updated 2020	May 2025	No Changes
Stimulant Medication Guidelines	Pre-2013; Updated 2019	May 2025	No Changes
Return to Play	2013	2024	No Changes
Mental Health Emergency Plan	2018; Updated 2022	May 2025	Attached
Medical Expenses and Insurance	Pre-2013; Updated 2019	2024	No Changes
Confidentiality	2013	2024	No Changes
Athletic Medical Review Board	2019	2023	No Changes
Environmental Heat Practice Guideline	2019	Jan. 2025	No Changes

Exertional Heat Stroke Plan	2018	Jan. 2025	No Changes
Lightning Monitoring Plan	2018	July 2025	No Changes
Concussion Management Plan	2010; Updated 2022	August 2024	Included symptom-limited, light aerobic physical activity can begin within 24-48 hours under physician guidance
Drug Testing	2019	Nov. 2024	No Changes
Student-Athlete Medical Consent Forms	Pre-2013; Updated 2022	2024	No Changes
Student-Athlete Feedback	2019	N/A	No Changes
Staff Code of Ethical Conduct	2019	N/A	No Changes
Mental Health First Aid Training	2021	Jan. 2024	Offered MHFA to all staff; also included a mental health training module for coaches/staff to comply with House Bill 204
Student Concerns About Athletic Programs and Activities Policy	2019	N/A	No Changes
Clinical Management Guidelines: Asthma Management	Pre-2013; Updated 2022	2024	No Changes
Conditioning Best Practices -Rhabdomyolysis and Other Medical Conditions	Pre-2013; Updated 2022	2024	No Changes
University of Maryland Eastern Shore			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate “No Changes”
Concussion Safety Protocol	Fall 2017	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Staff	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Athletic Training Facility Rules and Regulations	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Injury and Illness Reporting	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Emergency Room/Urgent Care Clinic Referral	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Compliance with Prescribed Treatment and Rehabilitation Sessions	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Bloodborne Pathogen Policy	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Blood Borne Pathogen Exposure Control Plan	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Emergency Action Plan for Medical Emergencies	Fall 2019	Fall 2025	Updated ATC Contact information due to staff transition

Sports Medicine Policies and Procedures – Facility Emergency Action Plans	Fall 2019	Fall 2025	Updated ATC Contact information due to staff transition
Sports Medicine Policies and Procedures – Exertional Heat Illness	Fall 2019	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Exertional Rhabdomyolysis Policy	Fall 2021	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Cold Exposure	Fall 2019	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Sick Cell Trait Policy and Protocol	Fall 2021	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Lightning Safety Protocol	Fall 2019	Fall 2025	No Changes
Sports Medicine Policies and Procedures – ADHD Policy	Fall 2021	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Asthma Policy	Fall 2021	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Psychiatric and Psychological Intervention Plan	Fall 2021	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Student-Athlete Drug and Alcohol Policy Statement	Fall 2015	Fall 2025	No Changes
Sports Medicine Policies and Procedures – Insurance Coverage and Payment for Medical Services	Fall 2015	Fall 2025	No Changes
Reporting Student-Athlete Concerns about Athletic Programs and Activities	2019	Spring 2025	Created a live student-athlete experience survey via Teamworks. The survey responses involving misconduct, NCAA violations are flagged for immediate review/response by sport administrator and/or Deputy AD/ Compliance. The option to request in-person meetings with a sport administrator or Deputy AD is available. The inaugural survey was released April 2025 and served as Exit interviews as well as a mechanism to gauge the overall student-athlete experience and address immediate and long-term concerns. Moving forward the survey will be distributed prior to the end of each Fall and Spring term. The survey is distributed via Teamworks text and email, and is accessible on the student-athlete Teamworks HUB account.

University System of Maryland			
Policy or Procedure Name	Policy or Procedure Established	Date of Last Review	Brief Description of Changes and Motivating Factors since August 2024 or Indicate “No Changes”
V-2.00 – Policy on Student Athletics	January 1990	Fall 2023	No Changes
V-2.10 – Policy on Intercollegiate Athletics	April 1991	Nov. 2024	Updated in November 2024 to reflect the BOR’s Major Investigations Taskforce recommendations to reposition the presidents’ reporting requirements in the policy, so it would be in the “Ongoing Reporting Obligations” section not the “Compliance Issues” section. The wording of the reporting requirement did not change.
V-2.20 – Policy on Academic Achievement in Intercollegiate Athletics	October 2014	Spring 2024	No Changes

Finally, per Section 15-128 of the Jordan McNair Act, “An athletic program should adopt and implement: 1) guidelines to prevent, assess, and treat serious sports-related conditions, including: brain injury; heat illness; and rhabdomyolysis (rhabdo); 2) exercise and supervision guidelines for any student athlete who participates in an athletic program and is identified with potential life-threatening health conditions, including sickle cell trait, and asthma; and 3) return-to-play protocols for athletes who experience injury or illness during practice or play. Our examination of the institutional policies noted above indicates that all institutions have protocols and guidelines relating to these conditions and illnesses.

The USM Board of Regents Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare and associated USM Office staff will continue to work with our institutional partners to ensure the health, safety, and welfare of student-athletes is the top priority.

The Jordan McNair Safe and Fair Play Act

Appendix



UNIVERSITY SYSTEM of MARYLAND

Board of Regents

Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

Charge, Role, and Responsibilities

Charge:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall perform all necessary oversight of compliance with Board of Regents policy expectations, consider issues associated with intercollegiate athletics and student-athlete health and welfare concerns, and the need for further or changed Board of Regents policy requirements.

Role and Responsibilities:

The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare shall consider and report or recommend to the Board of Regents on matters concerning expectations and requirements of institutions with intercollegiate athletics programs; minimum standards System-wide for institutions arrangements with student-athletes, including scholarships, student support services, health insurance and Title IX practices and compliance; and new Board of Regents policy changes recommended for full Board of Regents approval. The Committee will also review presidential success in managing institutional intercollegiate athletics in accordance with policy requirements. The Committee on Intercollegiate Athletics and Student-athlete Health and Welfare will also monitor (1) developments in intercollegiate athletics nationally, whether with the NCAA, athletic conferences, Federal legislation, judicial or administrative decisions, rule-making or other forms of national accountability, as well as crises at institutions nationwide that have resulted in harm to students, and (2) assess implications for USM institutions and provide advice, as appropriate.

Members of the Committee on Intercollegiate Athletics and Student-athlete Health and Welfare are appointed annually by the Chairperson of the Board. The Committee shall meet as needed, but no fewer than three times during the fiscal year. The members of the Committee may expect to receive information for review in order to consider, and/or act on any of the following matters:

- A. Information on health and academic support protocols provided to student-athletes.
- B. Information on Title IX compliance.
- C. Information on institution's student-athletes academic progress and graduation success.
- D. Institution submitted reports documenting athletic program status or performance relative to student-athlete health, safety, and well-being standards or expectations.
- E. Institution submitted reports documenting athletic program status or performance relative to academic, financial or other standards as required by the NCAA, athletic conferences or other organized bodies that may impose sanctions or influence the ICA program's resources or operations.
- F. Financial status, commitments and obligations, results of operations and financial projections for the coming five-year period.
- G. Information on significant emerging intercollegiate issues nationwide and their impact on the institution's ICA program.

The Committee shall prepare and provide its annual APR and financial reports to the full Board. The Committee shall also share the appropriate reports, respectively, with the committees on **Education Policy & Student Life and Safety** and **Finance** for information purposes.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Mid-Year Athletic Directors' Updates – Rotating – UMBC, SU, UMCP (Information)

COMMITTEE: Committee on Intercollegiate Athletics and Student-Athlete Health and Welfare

DATE OF COMMITTEE MEETING: November 19, 2025

SUMMARY: Each committee meeting, institution athletic directors are invited to provide a mid-year update focused on the unique issues and challenges currently facing their athletic program and discuss nationwide trends, developments, and future potential actions with an impact on their athletic programs.

This meeting we have invited athletic directors to each spend 15-20 minutes discussing their athletic program, including:

- Student health and safety
- Academic performance and progress
- Financial affairs of the program

Athletic directors presenting at this meeting include:

1. Tiffany D. Tucker, University of Maryland, Baltimore County
2. Monica Polizzi, Salisbury University
3. James E. Smith, University of Maryland, College Park

ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

COMMITTEE RECOMMENDATION: RECEIVED FOR INFORMATION DATE: NOVEMBER 19, 2025

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS
COMMITTEE ON Research and Economic Development

October 10th, 2025

Meeting via Video and Conference Call

Minutes of the Public Session

Regent Wood called the meeting of the Research and Economic Development Committee of the University System of Maryland Board of Regents to order in public session at 10:00 a.m. on October 10th via Zoom.

Those in attendance included William Wood, Michele Speaks, Linda Gooden, Dhruvak Mirani, Sherri Nadine Blount, Anwer Hasan, Jay Perman, Michele Masucci, Lindsay Ryan, Julia Chadwick, Michael Ravenscroft, Matthew Jenkins, and Allison Boyle.

1. **Approval of Minutes.** The Regents reviewed the meeting minutes from the May 6th meeting of the Board of Regents Committee on Research and Economic Development and held a vote to ratify. The motion passed unanimously.

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

Vote Count = Yeas: 5 Nays: 0 Abstentions: 0

2. **Sustainability Action Plan for the USM.** Vice Chancellor for Sustainability Fernando Miralles-Wilhelm presented the USM Sustainability Strategic Plan to the Committee on Research and Economic Development. In his presentation, Vice Chancellor Miralles-Wilhelm detailed the short, medium, and long-term benchmarks for this strategic plan, and emphasized the need to build a working group for sustainability at all USM institutions. He also laid out the details on certain aspects of the plan, including the adoption of a tiered emissions system for tracking progress. All presentation materials are available to the public on the USM website. **Regent Wood called a vote on a resolution of support for the USM Sustainability Action Plan, which passed unanimously.**

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

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

3. **Climate Innovation Alliance.** Executive Director of Economic Development Lindsay Ryan gave a presentation on the Climate Innovation Alliance to the Committee on Research and Economic Development. This was an informational presentation meant to showcase the purpose and work of the Climate Innovation Alliance. Lindsay Ryan highlighted purpose of fostering greater collaboration between Maryland institutions on tackling climate-related issues. All meeting materials are available to the public on the USM website.
4. **Venture Development and Innovation Collaborative Updates.** Executive Director of Economic Development Lindsay Ryan gave a presentation on USM Venture Development, and the USM

Innovation Collective to the Committee on Research and Economic Development. The Climate Innovation Alliance is a collective of USM faculty, program heads, and venture development leaders that work towards the common goal of supporting USM inventors and entrepreneurs. In her presentation, Lindsay Ryan highlighted in particular the overlap between three major areas of excellence for the Climate Innovation Alliance: training/talent, innovation, and places/spaces. She also briefly presented a “Venture Development Report”, wherein she highlighted how the various USM-supported ventures did from January through July of 2025. All meeting materials are available to the public on the USM website.

5. **Renew Committee Charge.** The regents reviewed the 2025-2026 Research and Economic Development Committee Charge and held a vote. The motion passed unanimously.

(Regent Wood moved the recommendation, seconded by Michele Speaks; approved)

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

6. **Maryland Momentum Fund.** Director of the Maryland Momentum Fund Mike Ravenscroft’s presentation on the Maryland Momentum Fund was delayed until the next Research and Economic Development Meeting on November 21st.

The public meeting was adjourned at 11:58 A.M.

Respectfully submitted,

Regent Bill Wood
Chair, Committee on Research and Economic
Development

Maryland Momentum Fund

**Board of Regents
Q3 2025 Fund Update**

Presented By:

Mike

Ravenscroft
Managing
Director





Fund investment activity: FY 24-25

**2 USM
Institutions**

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

**4 investments in FY
24-25**

\$840K invested

**50% technology
transfer**

**\$11.5M invested by
MMF**

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

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

Company Spotlight:



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

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

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

**Deployed in health
systems nationally**



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

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



Company Spotlight:

eat omega3

Founded in 2020 by a
UMD undergraduate
student

Grand Prize winner of
the 2022 Pitch
Dingman Competition

Raised an
oversubscribed seed
round in 2025

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



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

Market Updates: Continued Disruption

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



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

University System of Maryland

Board of Regents
Committee on Research & Economic Development

Ronald C. Williams, Ph.D.
Interim Dean
School of Graduate Studies and Research
November 21, 2025

A Pivotal Time

“Our idea of getting an education did not come out of wanting to imitate anyone whatever. It grew out of the uneasiness and the restlessness of the desires we felt within us; the desire to know, not just a little, but a great deal.”

~Frances Jackson Coppin,
The World’s Congress of
Representative Women, Chicago IL
May 1893

Centers of Excellence

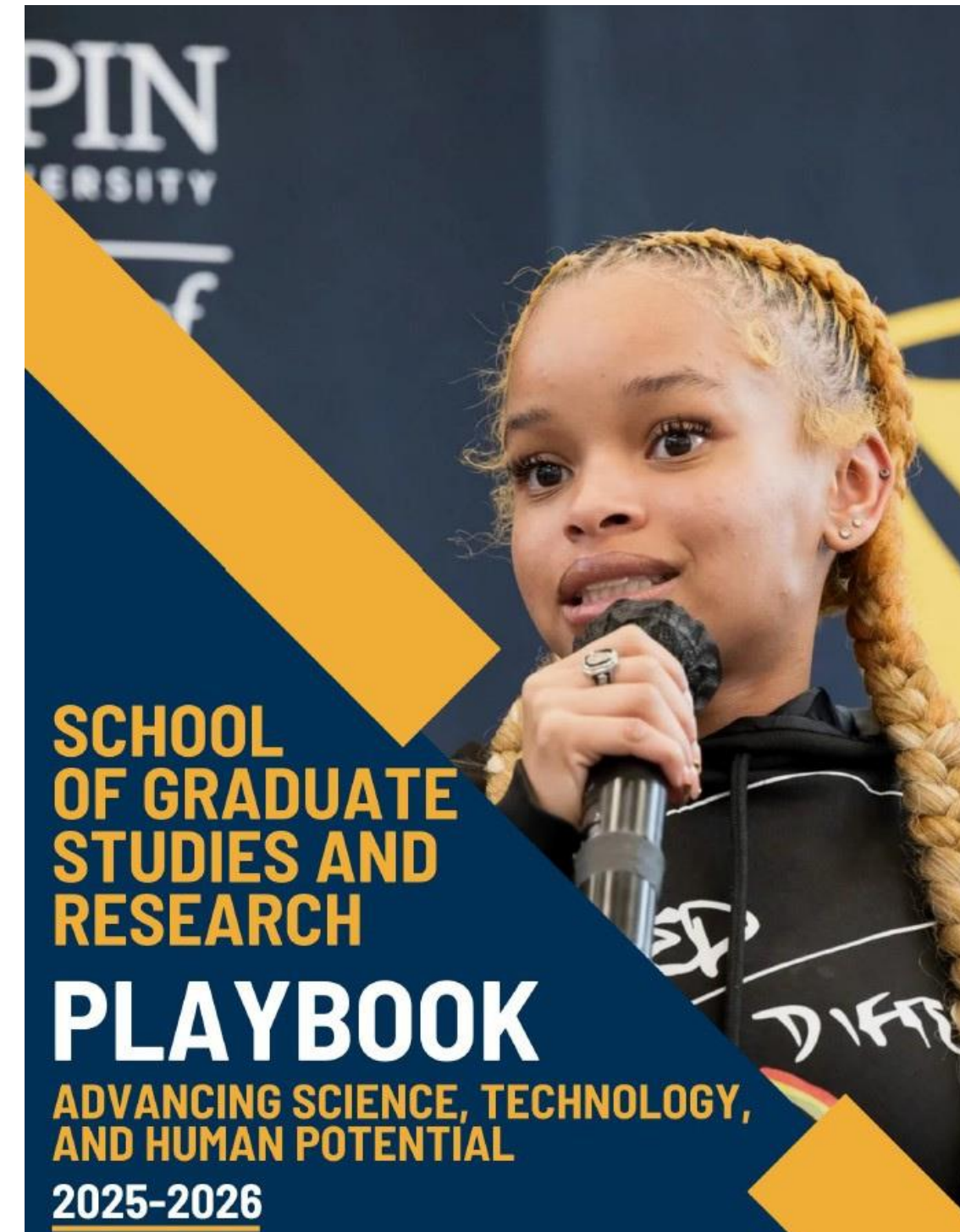
- Center for Strategic Entrepreneurship
- Center for Inclusive Excellence
- Center for Technology Innovations
- Eagle Achievement Center
- Center for Nanotechnology
- Center for Organic Synthesis Laboratory for Environmental Contaminants Ophthalmic Research Laboratory

Metrics Matter

- Number of Funded Grant Proposals (Submitted vs. Awarded)
- Total Dollar Value of Awards
- Active Principal Investigators
- Graduate Student Research Engagement
- Research Compliance Training Completion
- Internal Funding (Seed Grants, Mini-grants)
- Partnerships and Collaborations



What's Next?



Q & A

RESEARCH THAT WORKS

Magui Cardona
Assistant Provost for Sponsored Research

**UBALT
100**



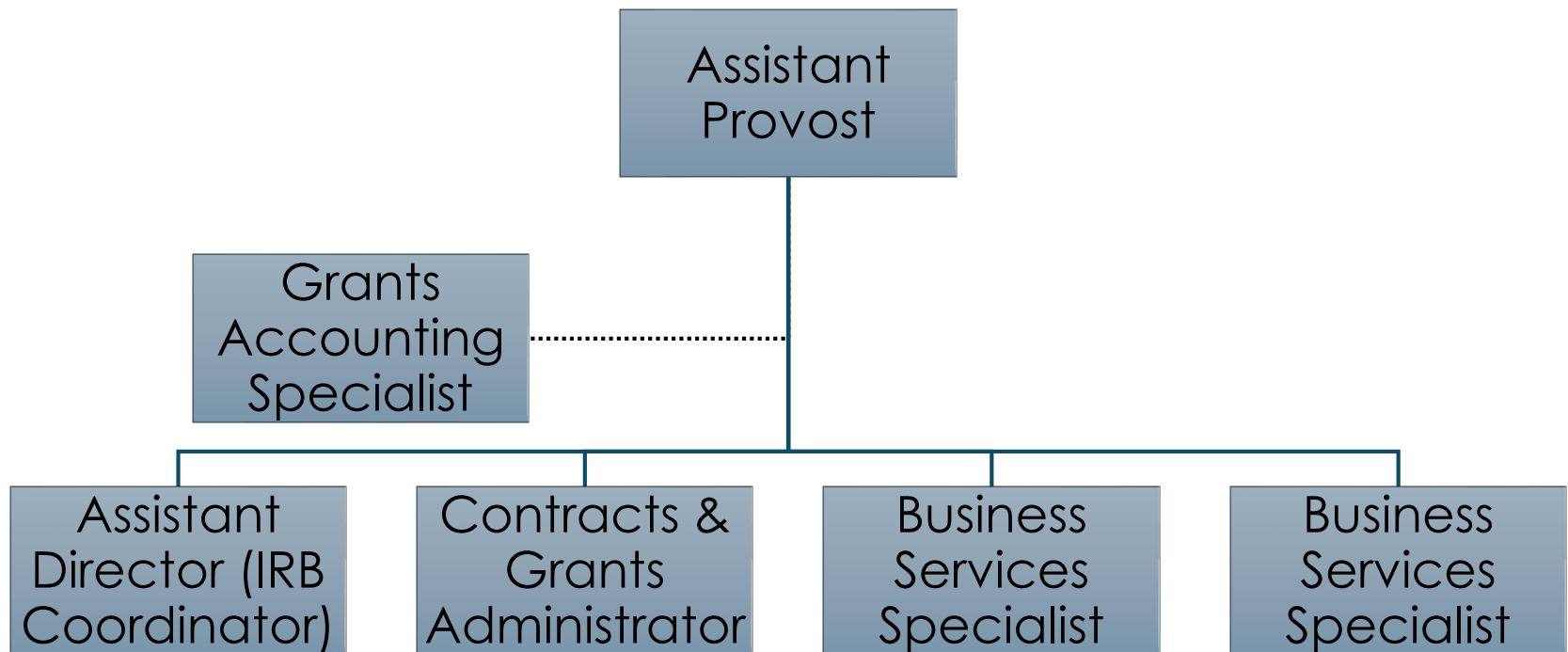
ABOUT UBALT – OUR STUDENTS

- Fall 2025 enrollment – 3,168 students
 - 291 high school dual enrollment, 1,127 undergraduate, 1,004 graduate, and 746 law
 - Average age is 32 for undergraduate, 36 for graduate, and 28 for law
 - 52% of undergraduates are African-American; 4% Hispanic; 6% identify as multi-racial
 - 56% of UBalt undergraduates attend full-time; most graduate students (68%) attend part-time
 - 63% are first-generation college students

ABOUT UBALT – ACADEMIC IMPACT

- 70+ undergraduate, graduate, and doctoral programs and certificates, including nearly 20 fully online programs
- First Second Chance College Program in the system boasts 17 BA graduates and 1 MBA
- Over 80% of UBalt graduates remain in Baltimore, amplifying the city's entrepreneurial ecosystem

OFFICE OF SPONSORED RESEARCH



GRANTS AND CONTRACTS – FY 2025

Activity Type	FY25 Expenditure
Research Centers & Institutes	\$ 3,766,638.93
Individual and Project Research	\$ 1,365,230.03
Public Service Community Service	\$ 20,328,591.82
Undergraduate Fellowship	\$ 1,000.00
Grand Total	\$ 25,461,460.78

Research Colleges and Universities (Carnegie)

RESEARCH CENTERS AND INSTITUTES

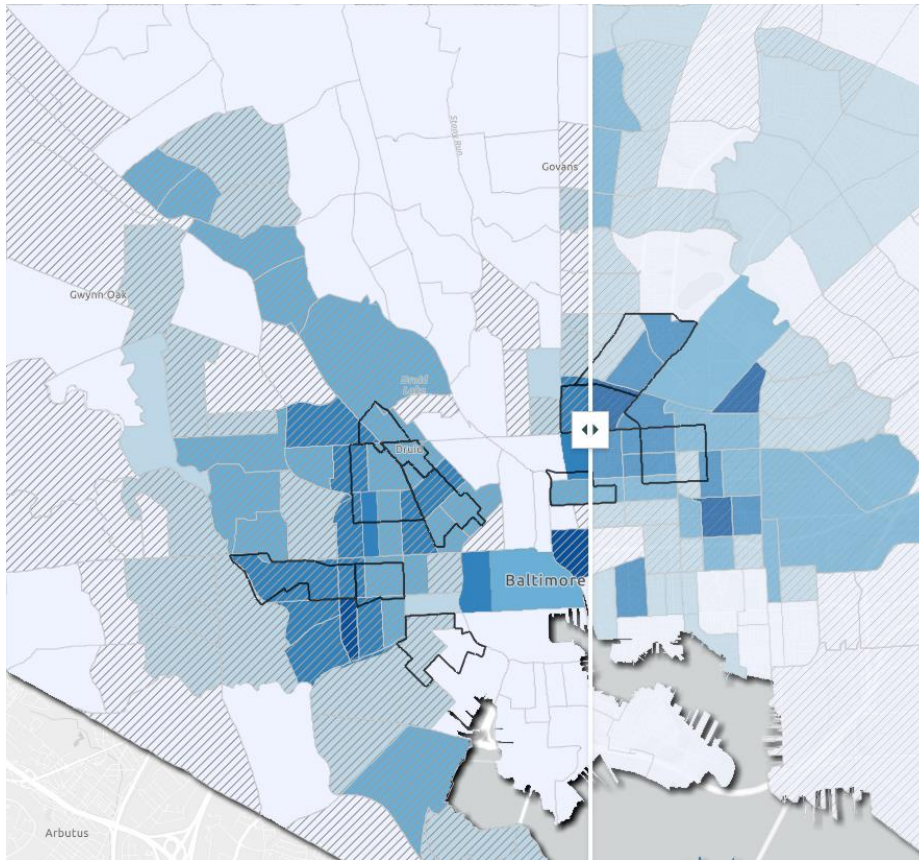
- 15 research centers and institutes, including the new [Center for AI Learning and Community-Engaged Innovation](#).
- Externally Funded:
 - Schaefer Center for Public Policy
 - Jacob France Institute
 - Baltimore Neighborhood Indicators Alliance
 - Center for Public Safety Innovation
 - Center for Advancing Prevention Excellence
 - Multiple Law Clinics and Centers

BALTIMORE CITY – AMERICAN RESCUE PLAN (ARPA) EVALUATION

<https://arpaimpactindicators-bniajfi.hub.arcgis.com/>

- Collaborative work between:
 - Baltimore Neighborhoods Indicators Alliance (BNIA; Lead)
 - Jacob France Institute
 - Schaefer Center for Public Policy
- Contract #1 \$438k; Contract #2 \$1.7M
- Sample Projects:
 - Buy Back the Block
 - Hire Up and Train Up
 - Community Arts Grants Program

BALTIMORE CITY – ARPA IMPACT INDICATORS StoryMaps



- Example: Percent of properties that are vacant (by neighborhood)
 - Vacant or abandoned properties (left)
 - Properties not receiving mail (right)

Contracts for Research Studies

Jacob France Institute

- Controlled trial evaluation of the Maryland Reemployment Services Eligibility Assessment (RESEA) - \$530k
 - Partner – Actus Policy Research
- Actuarial analysis of the Family and Medical Leave Insurance program (FAMLI) - \$881k
 - Partners - Optimal Solutions Group, LLC (lead), University of Minnesota and Milliman, Inc.

Contracts for Research Studies

Schaefer Center for Public Policy

- Legislatively Mandated Evaluation of the State Commission of Real Estate Appraisers, Appraisal Management Companies, and Home Inspectors – Maryland Department of Labor (\$80k)
- Inventory of Municipal Services Provision in Maryland - Maryland Municipal League (\$28k)
 - Results to be presented at the MML conference in Annapolis December 4.

Economic Impact Analyses

Jacob France Institute

Move America / The Discovery District (\$81k)

- Assessment of Prince George's County technology landscape
- Alignment of entrepreneurial and innovation drivers and assets to Prince George's County cluster and general economic development needs

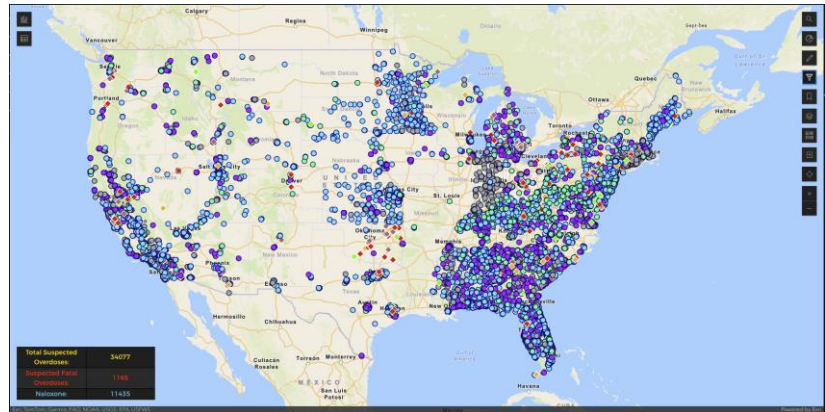
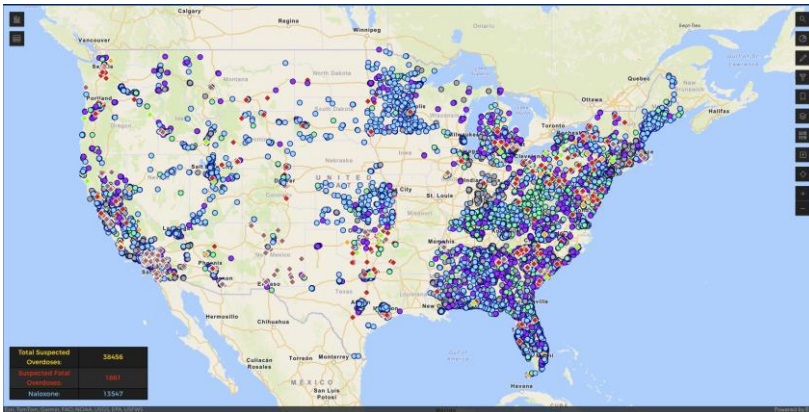


Overdose Detection Mapping Application Program (ODMAP)

Center for Public Safety Innovation

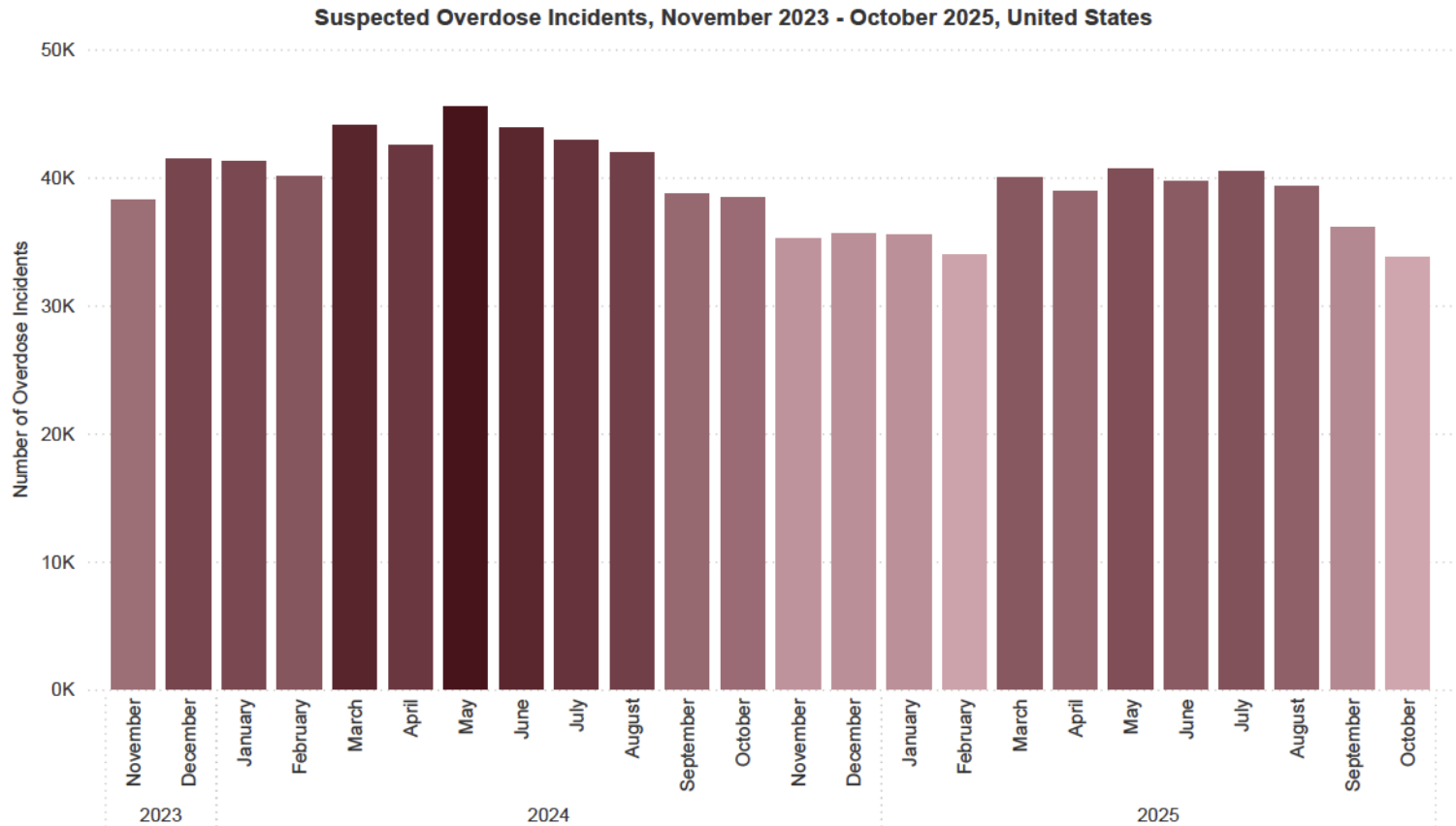
- Current ODMAP Engagement:
 - Participating Jurisdictions: 50 states, DC, and Puerto Rico
 - Participating agencies: approx. 5,560
 - ODMAP users: approx. 38,400
 - Statewide implementation: 35 States
 - Application programming interfaces: 29 States
 - Suspected overdoses entered: over 3.25 million

NATIONAL OVERDOSE COMPARISON – OCTOBER 2024 VS OCTOBER 2025



Suspected overdose events in the included images compare October 2024 (38,456) to October 2025 (34,077), representing an 11% decrease nationally.

National Overdose Trends



Overdose Detection Mapping Application Program (ODMAP)

Center for Public Safety Innovation

- Total federal discretionary and grant funds:
 - ONDCP Discretionary - \$5.6 M
 - BJA COSSUP - \$3 M
- ODMAP was included in the 2022 and 2024 White House National Drug Control Strategy
- Up next... ODMAP CANADA! (\$754k USD)

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Sustainability Action Plan (information)

COMMITTEE: Committee on Research & Economic Development

DATE OF MEETING: December 12, 2025

SUMMARY: The Board will hear information on opportunities for sustainability within the USM, with specific regard to the Vision 2030 Strategic Plan.

ALTERNATIVE(S): No alternative suggested.

FISCAL IMPACT: There is no fiscal impact at this time.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the board hold this discussion.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

HEROES

A USM Sustainability Venture

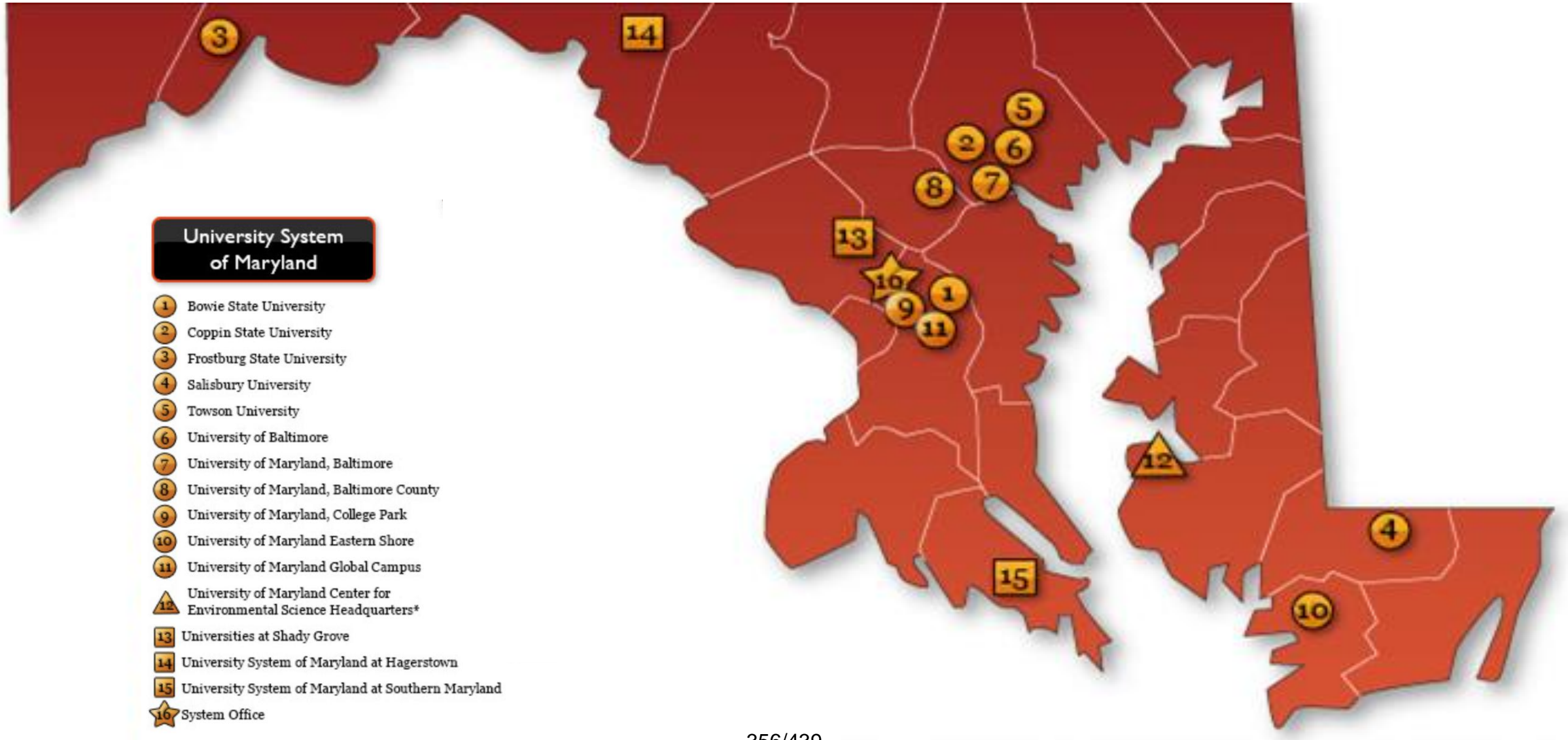
Vice Chancellor for Sustainability - USM
President and Professor - UMCES

December 12, 2025

fix our supply chain,
fix our universities,
fix our planet 😊



USM and the Sustainability Opportunity



Sustainability and the Broader Context



Risk categories

- Economic
- Environmental
- Geopolitical
- Societal
- Technological

2 years

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

10 years

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

Source

World Economic Forum Global Risks
Perception Survey 2024-2025.

Internal (USM) and External Scan

- All 15 USM institutions (HEROs).
- Varying levels of practices and investments.
- Varying levels of awareness and perceived need.
- Good news: we're doing a lot already!
- "Bad" news: maybe we can do more in communicating our accomplishments.
- UC, SUNY, 3TX
- Harvard, Princeton, Penn, MIT, Pitt
- UMN, Boulder, ASU, Arizona, Washington, Virginia, GMU

Research

Top Performers

Version 3.0

Rank	Institution	Score	Type	Location
1(t)	Technological University Dublin	100%+	Doctoral/Research	Dublin, Ireland
1(t)	University of Maryland, College Park	100%+	Doctoral/Research	College Park, MD
3	Concordia University	100%	Doctoral/Research	Montréal, QC

Wellbeing & Work

Representation & Access

Top Performers

Version 3.0

Rank	Institution	Score	Type	Location
1	University of California, Berkeley	82.6%	Doctoral/Research	Berkeley, CA
2	University of California, Riverside	82.2%	Doctoral/Research	Riverside, CA
3	University of Maryland, College Park	81.4%	Doctoral/Research	College Park, MD

[University of Maryland, College Park](#)

achieved carbon neutrality, fulfilling its 2007 commitment to eliminate net greenhouse gas emissions. Notable climate accomplishments include reducing emissions by 55%, procuring 100% renewable-sourced grid electricity as of 2020, eliminating all university scope 2 greenhouse gas emissions, constructing or renovating 23 buildings to LEED Silver or higher standards, and reducing per-plate emissions by 14% on average as part of the Coolfood Pledge.

“UMD has a duty to address the grand challenges of our time, including climate change.”

Darryll Pines, President,
University of Maryland, College Park

Breaking Down the Problem



McKinsey Explainers

What are Scope 1, 2, and 3 emissions?

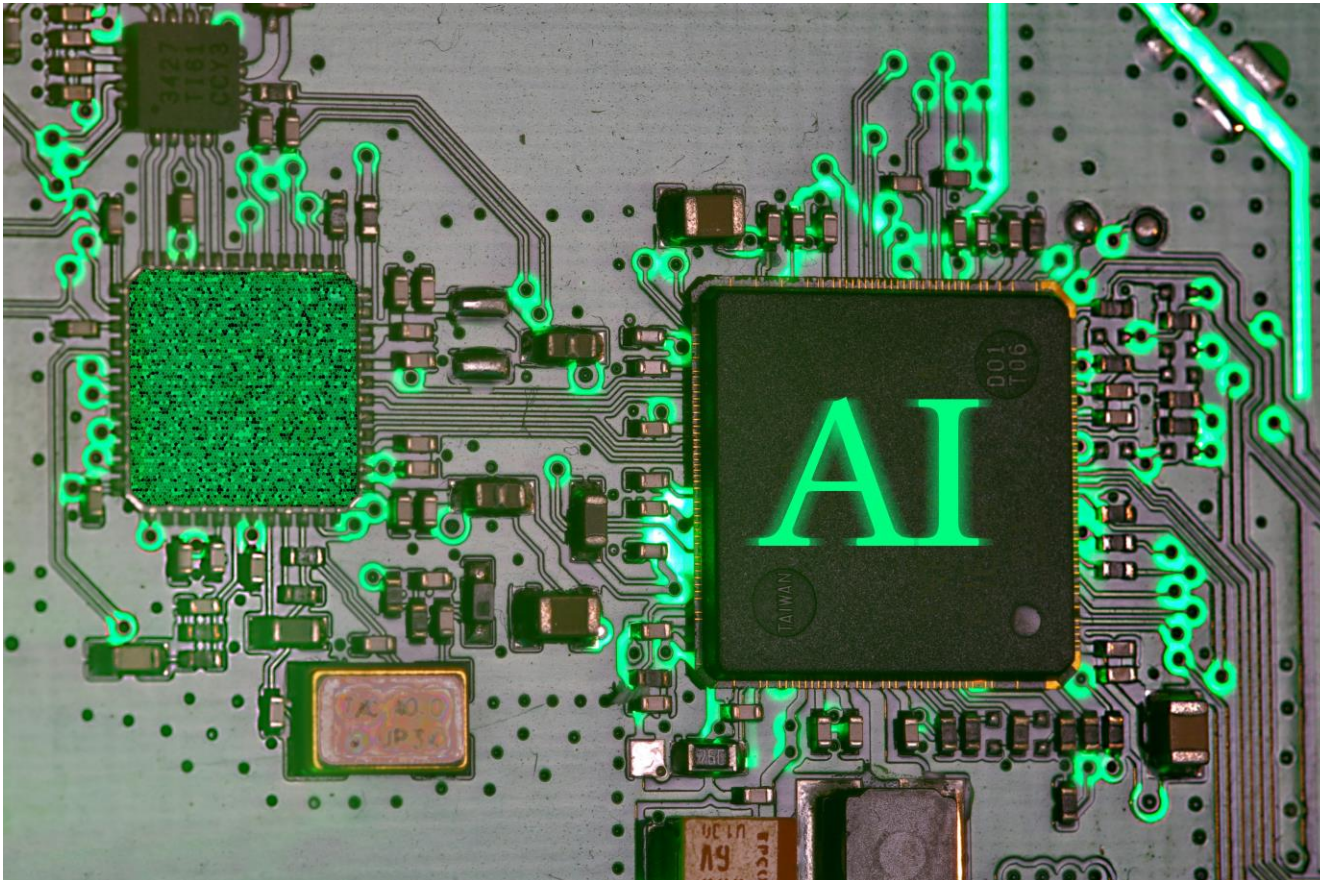
Scope 1, 2, and 3 emissions are greenhouse gases that are released across an organization's entire value chain. Scope 3 emissions are the most complex, as they are released before and after a product is delivered or consumed.

Scope 1, 2, and 3 explained

 Direct emissions  Indirect emissions

	Scope 1	Scope 2	Scope 3
Phase of production cycle	During production	Upstream	Both upstream and downstream
Activities	Scope 1 emissions are released when a company manufactures a product or delivers a service.	Scope 2 emissions are released by off-site energy providers when a company makes a purchase.	Upstream, they are released from the activities that a company engages in prior to production, from employee commuting to leased assets to transportation and distribution. Downstream, Scope 3 emissions are released from use or disposal of a product or service.

An Innovative and Scalable Solution



- Scope 3 assessments are **time and labor intensive**.
- **Use AI** to analyze supply chain transactions -> purchases
- Extend existing tech to assess **water and land footprint**.
- This solution brings **consistency, accuracy and efficiency**.

Competitive Positioning



Business and Finance

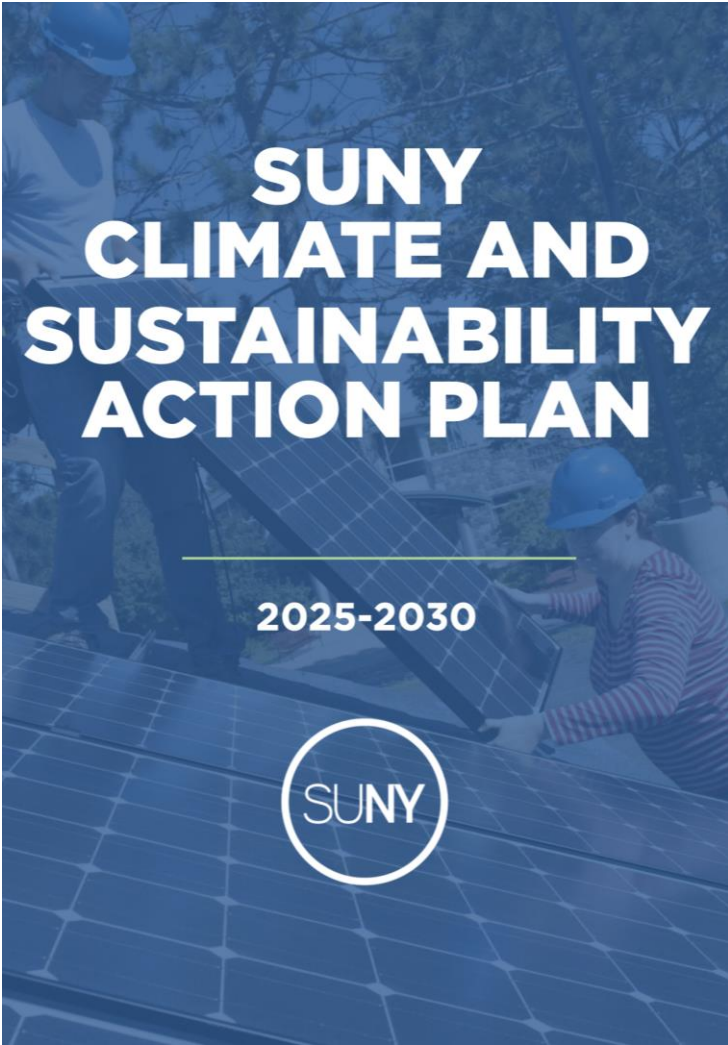
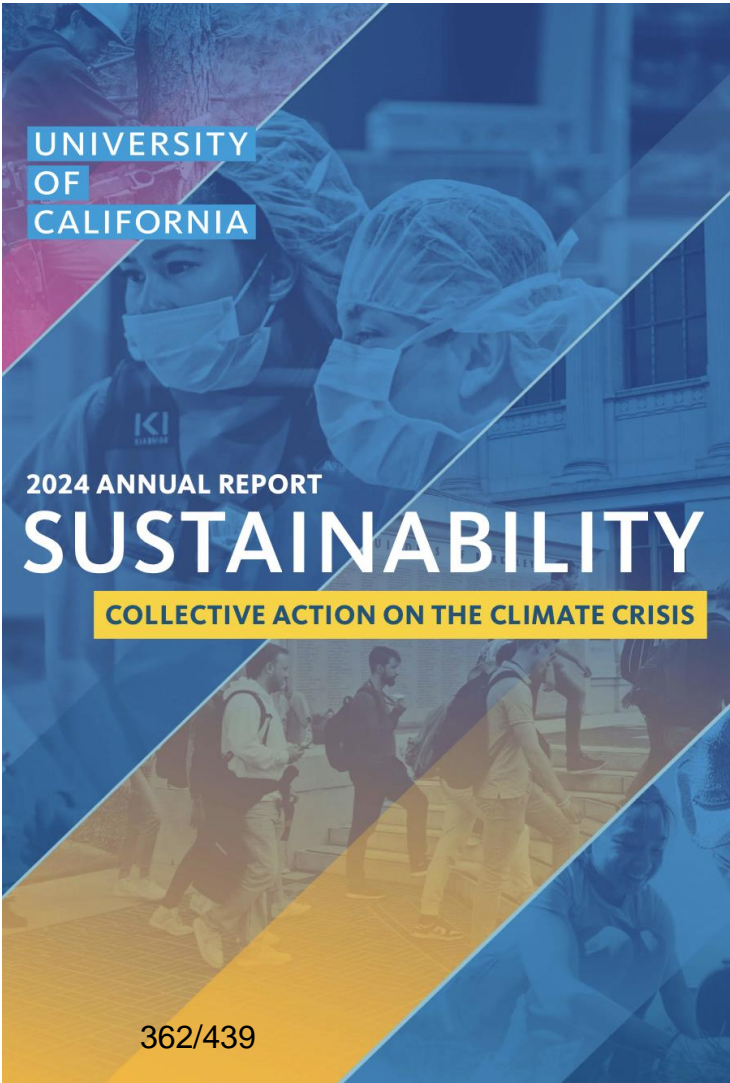
🏠 Budget and Finance ▾ Business ▾ CFO ▾ Facilities ▾



Climate positive

[Home](#) / [Sustainability](#) / [Sustainability Goals and Vision](#) / [Climate Positive](#)

Reducing our carbon footprint
Scope 1, 2 and 3 emissions

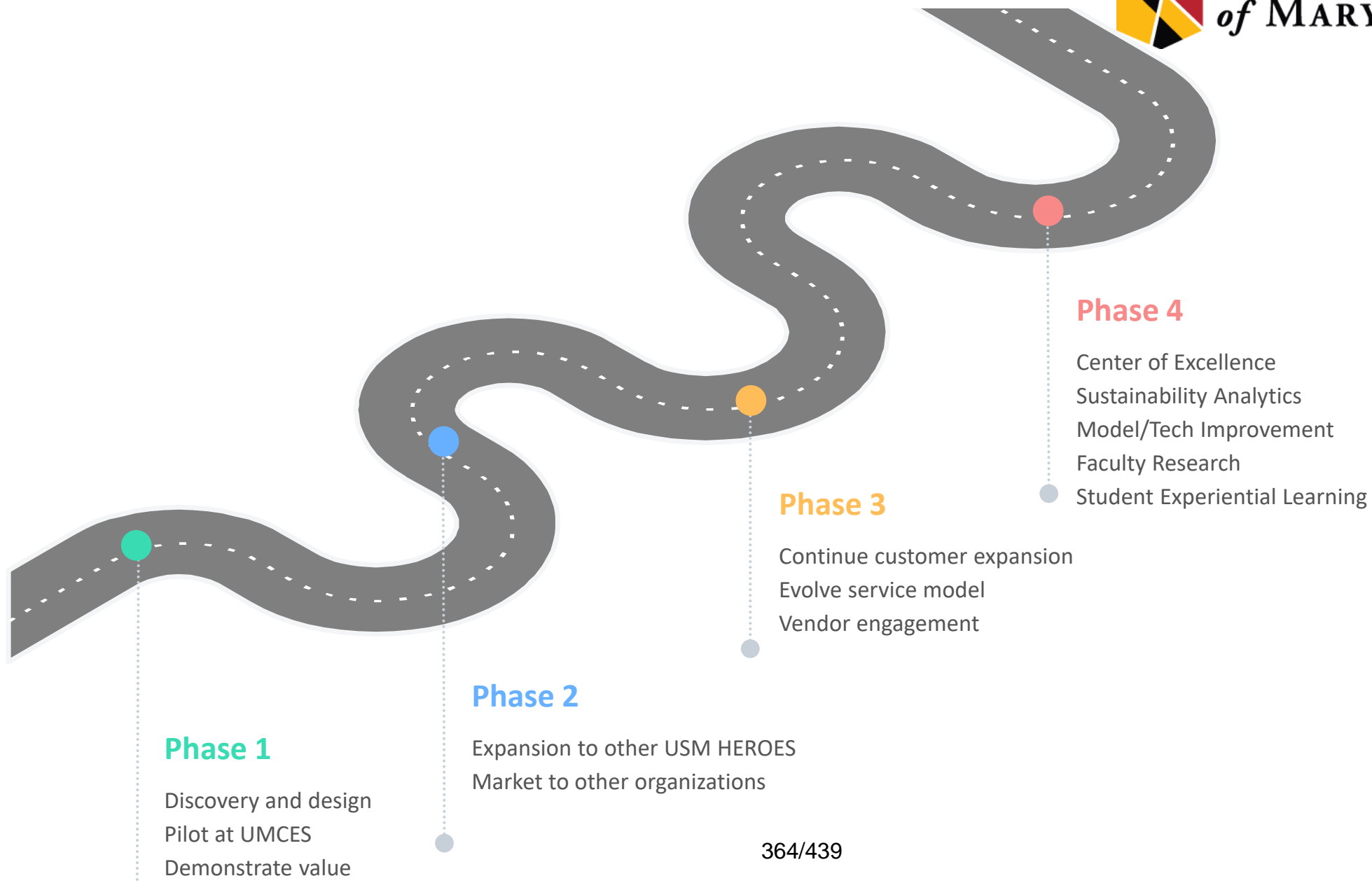


HEROES Unique Value Proposition



- Scope 3 > **largest share** of emissions
- Transform Procurement Data into **Actionable Intelligence**
- Solution extendable to **water and land footprint** (not done by anyone)
- Position **USM** as an industry **leader in sustainable operations**

Scaling Strategy



Moving Forward



- Initial investment provided by **UMCES** as a **pilot (bootstrap)**
- **Revenue:** grants & contracts, venture funding, subscriptions and vendor partnerships (SAAS), professional/workforce education.
- **Scale/MEL:** over a 2-year period.
- **Assessment/KPIs:** AASHE (7 USM HEROs), SCUP, UN/SDGs.

Let's Make it Happen!



Thank you!

Questions?

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Update on UMGC Ventures Reintegration (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

SUMMARY: The Board will hear an update on the UMGC Ventures Reintegration.

ALTERNATIVE(S): No alternative suggested.

FISCAL IMPACT: There is no fiscal impact at this time.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the board discuss this topic.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Revisions to VI-1.60 - University System of Maryland Policy on Sex Discrimination

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

SUMMARY: Attached are proposed amendments to the USM Policy on Sex Discrimination (VI-1.60) which incorporate the requirements of the current regulations.

The proposed revisions and scope of this policy include, but are not limited to:

1. The 2024 policy and regs included procedures for “sex discrimination” complaints as well as title IX “sexual harassment.” The new USM policy includes specific sexual harassment procedures, consistent with current regs, and requires only that sex discrimination procedures are “prompt and equitable”
2. Current reporting requirements apply to those who have “actual knowledge” of Sexual Harassment occurring (as opposed to those with information about sex discrimination under the prior policy)
3. Gender identity, sexual orientation, and pregnancy related requirements remain mostly unchanged from 2024 policy
4. Definitions (pages 1-4) have been updated to conform with current regs
5. Reporting of appropriate information by the President to the Chancellor/BOR (page 5)
6. Description of policies required under this policy. Institutions may create a single policy or multiple policies to satisfy these requirements. (pages 6-8)

These amendments were developed with guidance from the Office of the Attorney General and have been shared with and vetted by USM institutions’ Title IX coordinators, general counsel, human resources officers, athletics department officials, vice presidents for student affairs, provosts, presidents, and USM’s shared governance leaders.

ALTERNATIVE(S): The regents may make recommendations or ask for additional information.

FISCAL IMPACT: None

CHANCELLOR’S RECOMMENDATION: That the Board of Regents approve the proposed amendments to the USM Policy on Sex Discrimination (VI-1.60).

COMMITTEE ACTION:

DATE: December 12, 2025

BOARD ACTION:

DATE:

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



VI-1.60 - UNIVERSITY SYSTEM OF MARYLAND POLICY ON SEX DISCRIMINATION
(Approved by the Board of Regents, June 27, 2014; Amended June 19, 2015; Amended June 21, 2019; Amended July 22, 2020; Amended July 31, 2024; Amended _____, 2025).

PURPOSE AND APPLICABILITY

The University System of Maryland (USM) is committed to providing a working and learning environment free from Sex Discrimination,¹ including Sexual Harassment and Sexual Misconduct, through training, education, prevention programs, and policies and procedures that prohibit Retaliation and promote prompt reporting, timely, fair, and impartial investigation and resolution in a manner that eliminates the Sex Discrimination, prevents its recurrence, and addresses its effects.

All Students, faculty, and staff of USM institutions, as well as regional centers and the USM Office and third parties and contractors, are subject to this Policy. This Policy addresses the obligations of USM institutions,² and the USM Office (together, the Institutions) to address Sex Discrimination prohibited by Title IX of the Education Amendments of 1972 (Title IX) and Sex Discrimination prohibited by other federal laws and Maryland law. Federal regulations implementing Title IX require that Institutions implement certain procedures when they have Actual Knowledge of Sexual Harassment occurring within an Education Program or Activity.

POLICY

I. Definitions

For purposes of this Policy, the following definitions apply:

- A. Actual Knowledge** means notice of Sexual Harassment or allegations of Sexual Harassment to the Institution's Title IX Coordinator or any official of the Institution who has authority to institute corrective measures on behalf of the Institution.
- B. Education Program or Activity** includes all operations of the Institution in the United States, including but not limited to, locations, events, or circumstances over which the

¹ Capitalized terms are defined in this Policy.

² USM regional centers may satisfy their obligations under this Policy by providing notice of the policies of applicable partner or coordinating institutions and referring any complaints received by the regional center to the applicable partner or coordinating institutions.

Institution exercised substantial control over both the Respondent and the context in which the conduct occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the Institution.

- C. Dating Violence** means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- D. Domestic Violence** includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the Complainant, or by any other person against an adult or youth Complainant protected from those acts by domestic or family violence laws of Maryland.
- E. Pregnancy or Related Conditions** means the current, past, or potential presence of any of the following conditions:
1. Pregnancy, childbirth, termination of pregnancy, or lactation.
 2. Recovery from pregnancy, childbirth, termination of pregnancy, or lactation.
 3. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation.
- F. Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute Sex Discrimination.
- G. Retaliation** means intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy, or because an individual has reported information, made a complaint, testified, assisted, participated or refused to participate in any manner in an investigation, proceeding, or hearing related to Sex Discrimination. Retaliation includes initiating a complaint against an individual for violations of other institutional policies that do not involve Sex Discrimination but arise out of the same facts or circumstances as a complaint, for the purpose of interfering with any right or privilege secured by Title IX or this Policy.
- H. Sexual Assault** means an offense classified as a sex offense in the uniform crime reporting system of the Federal Bureau of Investigation. Sex offenses are sexual acts directed against another person and include³:

³ These terms encompass the FBI uniform crime reporting system offense definitions. *See* 34 C.F.R. §106.30.

1. **Rape**—Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, or by a sex-related object, without the consent of the victim, including instances where the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age.
2. **Non-Consensual Sexual Contact**—The intentional touching of the clothed or unclothed body parts, without consent of the victim, *or* the forced touching by the victim of the actor's clothed or unclothed body parts, without consent of the victim, for the purpose of sexual degradation, sexual gratification, or sexual humiliation, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical impairment or incapacity.
3. **Incest**—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
4. **Statutory Rape**—Nonforcible sexual intercourse with a person who is under the statutory age of consent.⁵

I. Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

1. **Quid pro quo harassment**—An employee of the Institution conditioning the provision of an aid, benefit, or service of the Institution on an individual's participation in unwelcome sexual conduct;
2. **Hostile Environment Harassment**—Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Institution's Education Program or Activity; or
3. **Sexual Assault, Dating Violence, Domestic Violence, or Stalking.**

J. Sexual Misconduct means:

1. **Sex-Based Harassment in Employment**⁶ means unwelcome and offensive conduct, which need not be severe or pervasive, when the conduct is based on sex, sexual orientation, or gender identity or consists of unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature; and
 - i. Submission to the conduct is made either explicitly or implicitly a term or condition of the employment of an individual;
 - ii. Submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or

⁵ See Md. Code Ann., Crim. Law §§ 3-301 through 3-307.

⁶ This standard applies to employee conduct subject to Title VII and Md. Code Ann., State Gov't § 20-601. Employee conduct may also be covered by other definitions under this Policy.

- iii. Based on the totality of the circumstances, the conduct creates a working environment that a reasonable person would perceive to be abusive or hostile or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

2. Any other unwelcome sex-based conduct prohibited by an Institution's policy that does not meet the definition of Sexual Harassment.

K. Sex Discrimination means exclusion from participation in or being denied the benefits of any Education Program or Activity of an Institution on the basis of sex, including sexual orientation, gender identity, and Pregnancy or Related Conditions. Sex Discrimination includes Sexual Harassment and Sexual Misconduct.

L. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

M. Student means a person who has gained admission to an Institution.

N. Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, and without fee or charge to the parties to:

1. Restore or preserve that party's access to the Institution's Education Program or Activity, including measures that are designed to protect the safety of the parties or the Institution's educational environment; or
2. Deter Sexual Harassment.

Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

II. Administration of Sex Discrimination Policies

A. Oversight of Title IX Compliance

1. Title IX Coordinator

Each Institution must designate and authorize at least one employee to coordinate its efforts to comply with Title IX and this Policy, and that employee must be referred to as the “Title IX Coordinator.” The Title IX Coordinator is responsible for coordinating the effective implementation of remedies, including Supportive Measures.

2. Title IX Team

Depending on the size and specific needs of the Institution, it may want to identify a Title IX Team, which may include the Title IX Coordinator, Deputy Title IX Coordinators, Title IX investigators, representatives from campus safety, Student Affairs, the Provost’s Office, and Human Resources, and any other employees or third-party contractors, as necessary to fulfill the Institution’s obligations under this Policy.

The Title IX Coordinator shall be responsible for coordinating, delegating, and overseeing the activities of the Title IX Team as they relate to the Institution’s efforts to comply with Title IX and this Policy.

3. Reporting

An institution’s President shall be provided information sufficient to carry out the President’s responsibility to report to the Board of Regents regarding Sex Discrimination matters.

B. Training

1. Awareness and Preventive Education⁸

Each Institution must develop and implement preventive education for all employees and Students, to help identify and reduce the occurrence of Sex Discrimination. At a minimum, these educational initiatives must contain information regarding what constitutes Sexual Harassment, definitions of consent and prohibited conduct, the Institution’s procedures, bystander intervention, risk reduction (to recognize warning signs of abusive behavior and how to avoid potential attacks), and the consequences of engaging in Sexual Harassment. These educational initiatives shall be for all incoming Students and employees. Each Institution also must develop ongoing prevention and awareness campaigns for all Students and employees addressing, at a minimum, the same information.

⁸ See 34 C.F.R. § 668.46(j).

Educational initiatives for employees shall also comply with Md. Code Ann., State Pers. & Pens. § 2-203.1.

2. Resolution Training

Institutions must ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive annual training on the definition of Sex Discrimination, the scope of the Institution's Education Program or Activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, that protects the safety of individuals and promotes accountability, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Institutions must ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of Irrelevant and Impermissible Evidence (as defined in Section IV). Institutions also must ensure that investigators receive training on issues of relevance to create investigative reports that fairly summarize relevant evidence. Training materials must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints.

C. Policies Required. Each Institution shall adopt and publish a policy (or policies) that:

1. Includes a statement prohibiting Sex Discrimination in its Education Program or Activity;
2. Prohibits any policy, practice, or procedure, or any employment action, concerning the actual or potential parental status, family status, or marital status of a Student, employee, or applicant (for admission or employment), that treats persons differently on the basis of sex;
3. Includes a statement prohibiting Retaliation;
4. Adopts the definitions in this Policy for Sexual Harassment and defines relevant terms not defined in this Policy, such as consent;
5. Provides procedures for the resolution of complaints of Sex Discrimination including the minimum requirements outlined in Section IV of this Policy for Complaints of Sexual Harassment;
6. Provides the following for Students and employees who experience Sexual Assault:
 - a. Information about the right to file criminal charges with the appropriate law enforcement officials;

- b. The prompt assistance of Institution authorities, if requested, in notifying the appropriate law enforcement officials and the Title IX Coordinator of an incident of Sexual Assault;
 - c. Information about the nearest hospitals equipped with the Maryland Department of State Police Sexual Assault Evidence Collection Kit;
 - d. Information about the importance of preserving evidence as may be necessary to prove criminal conduct or obtain orders of protection;
 - e. Information about the rights of victims and the Institution's responsibilities regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court;
 - f. Full and prompt cooperation from Institution personnel in obtaining appropriate medical attention, including transporting a victim to the nearest designated hospital; and
 - g. Information about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims at the Institution and in the community, including the nearest State-designated rape crisis program.
- 7. Identifies the Institution's amnesty policy for parties or witnesses who violate drug use, alcohol, or other student conduct policies. At a minimum, Institutions must have an amnesty policy that prohibits student conduct action (except for a mandatory intervention for substance abuse) for a violation of alcohol or drug use policies by a Student who reports Sexual Assault to the Institution or law enforcement or participates in a Sexual Assault matter as a witness, if the Institution determines that:
 - a. The violation occurred during or near the time of the alleged Sexual Assault;
 - b. The Student made the report of Sexual Assault, or is participating in an investigation as a witness, in good faith; and
 - c. The violation was not an act that was reasonably likely to place the health or safety of another individual at risk.
- 8. Provides the following for Students experiencing Pregnancy or Related Conditions:
 - a. Provides reasonable accommodations to the Institution's policies, practices, or procedures for Students experiencing Pregnancy or Related Conditions, consistent with the following minimum requirements:
 - i. An accommodation that would fundamentally alter the nature of the Institution's Education Program or Activity is not reasonable.
 - ii. If the Institution operates a portion of its Education Program or Activity separately for pregnant Students, the Institution must

allow the Student to voluntarily access any separate and comparable portion of the Education Program or Activity, if requested by the Student.

- iii. If the Institution does not maintain an applicable leave policy, the Institution must allow the Student to take a voluntary leave of absence for a period of time determined to be medically necessary by the Student's medical provider. Upon return from a leave of absence, the Student must be reinstated to the same status (to the extent possible) that the Student held when the leave began.
 - b. Prohibits requiring a Student who is Pregnant or with a Related Condition to provide certification that the Student is physically and emotionally able to participate in a class, program, or activity, unless the Institution requires such certifications of all Students participating in the class, program, or activity for other physical or emotional conditions requiring the attention of a physician.
 - c. Provides for treating Pregnancy or Related Conditions in the same manner and under the same policies as any other temporary disability with respect to medical or hospital benefits, services, or any other policies the Institution operates or participates in with respect to Students in the Institution's Education Program or Activity.
9. Provides the following for employees experiencing Pregnancy or Related Conditions:
- a. Provides for reasonable accommodations for employees with known limitations related to Pregnancy or Related Conditions.⁹
 - i. Each reasonable accommodation shall be based on the employee's individualized needs, in consultation with the employee.
 - ii. The Institution may request from the employee only the minimum documentation necessary to establish that the employee is experiencing Pregnancy or Related Conditions and what adjustments are needed.
 - iii. Reasonable accommodations may include temporary relief from essential functions of the employee's job, and, in the case of an employee with insufficient accrued leave or no paid leave, voluntary leave of absence without pay.
 - iv. At the conclusion of any accommodation, the employee shall be reinstated to the same status as before the accommodation

⁹ The Pregnant Workers Fairness Act requires accommodations for employees experiencing Pregnancy or Related Conditions. *See* 42 U.S.C. § 2000gg(3); 29 C.F.R. § 1636 et seq.

without decrease in compensation or loss of promotional opportunities or any other right or privilege of employment.

- b. Provides for treating Pregnancy or Related Conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extension of leave, payment of disability income, accrual of seniority and any other benefit or service, reinstatement, and any other fringe benefit offered to employees by virtue of employment.
10. Provides for a lactation space for all Students and employees which may not be a bathroom, that is clean, shielded from view, free of intrusion from others, and may be used for expressing milk or breastfeeding as needed.

D. Notice of Nondiscrimination. Each Institution must publish a Notice of Nondiscrimination in the following manner:

1. Content

Each Institution must publish a notice of nondiscrimination that contains the following content:

- a. A statement that the Institution does not discriminate on the basis of sex in its Education Program or Activity, the Institution is required by Title IX not to discriminate in such a manner, and the requirement not to discriminate extends to admission and employment;
- b. A statement that inquiries concerning the application of Title IX may be referred to the Institution's Title IX Coordinator or to the Office for Civil Rights of the U.S. Department of Education, or both; and
- c. The name or title, office address, email address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

2. Dissemination of Notice

The notice must be widely distributed to all Students, employees, applicants for admission and employment, and other relevant persons (including all unions or professional organizations holding collective bargaining or professional agreements with the Institution). The notice must be prominently displayed on the Institution's website and in each handbook or catalog that it makes available to persons entitled to a notification.

III. Requirements for Sex Discrimination Procedures

Each Institution's policies and procedures must provide for the prompt and equitable resolution of complaints alleging Sex Discrimination and Retaliation.¹⁰

If an Institution adopts procedures that apply to some, but not all, complaints of Sex Discrimination, the procedures must articulate consistent principles for how the Institution will determine which procedures apply.¹¹ All procedures to address Sexual Harassment¹² must also include, at a minimum, the procedures set forth in Section IV.

IV. Requirements for Sexual Harassment Procedures

A. Equitable Procedures Required

1. **Equitable Treatment.** Institutions' procedures must treat Complainants and Respondents equitably by:
 - a. Providing remedies to a Complainant where a determination of responsibility has been made against the Respondent, and by using procedures that comply with this Policy when investigating and adjudicating allegations before the imposition of any sanctions or other actions that are not Supportive Measures against a Respondent (remedies must be designed to restore or preserve equal access to the Institution's Education Program or Activity);
 - b. Providing an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
 - c. Applying any provisions, rules, or practices used to investigate and adjudicate Complaints under this Policy equally to both parties.
2. **Objective Evaluation of Evidence.** Institutions' procedures must require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
3. **No Conflict or Bias.** Institutions' procedures must require that any individual designated as a Title IX Coordinator, investigator, or decision-maker; any decision-making body for a hearing or appeal; or any person designated to facilitate an informal resolution process, not have a conflict of interest or bias for

¹⁰ Complaints alleging Retaliation may be investigated in accordance with the grievance procedures for Sex Discrimination or other procedures for addressing retaliation.

¹¹ For any complaint that alleges conduct that meets the definition of a crime under the Clery Act, the Institution's response must also conform to those requirements. *See* 34 CFR § 668.46.

¹² Institutions may, but are not required to, use the procedures set forth in Section IV to other conduct covered under this Policy.

or against Complainants or Respondents generally or an individual Complainant or Respondent.

4. **Presumption of Non-Responsibility.** Institutions' procedures must include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the process.
5. **Confidentiality.** Institutions' procedures must describe any institutional policies governing confidentiality, including that:
 - a. Investigations must not restrict the ability of either party to discuss allegations or gather and present relevant evidence;
 - b. Institutions must maintain as confidential any Supportive Measures provided to the parties, to the extent that maintaining confidentiality would not impair the ability to provide Supportive Measures; and
 - c. Institutions must keep confidential the identity of anyone who has made a report or filed a Complaint, anyone who has been reported as perpetrator, any Respondent, and any witness, except as permitted by FERPA or required by law or to carry out the purposes of the Title IX regulation.
6. **Reasonably Prompt Time Frames.** Institutions' procedures must include reasonably prompt time frames for conclusion of the investigation and adjudication process—including reasonably prompt time frames for filing and resolving appeals and informal resolution processes.
7. **Delay for Good Cause.** The Institution's procedures must allow for the temporary delay of the investigation and adjudication process or the limited extension of time frames for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. "Good cause" may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

B. Initiation of Procedures

1. **Reporting.** Any person may report possible Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute Sexual Harassment) in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during nonbusiness hours) by using the telephone number or email address or by mail to the office address listed for the Title IX Coordinator.

2. **Filing of Complaint.** A “Complaint” under this Section requires a document or electronic submission, filed by the individual who is alleged to have been subjected to Sexual Harassment (the “Complainant”) or filed by the Title IX Coordinator,¹⁴ that alleges Sexual Harassment against a Respondent and requests that the Institution investigate the allegation(s). A Complaint must contain the digital or physical signature of the Complainant or otherwise indicate that the Complainant is the person filing the Complaint.
3. **Notice.** Upon filing of a Complaint, the Institution must provide written notice to known parties of the following:
 - a. The investigation and adjudication process, including any informal process available;
 - b. The allegations, including sufficient details¹⁵ known at the time and with sufficient time to prepare a response before any initial interview;
 - c. That Retaliation is prohibited;
 - d. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the investigation and adjudication process;
 - e. That the parties are entitled to an advisor of their choice, who may be, but is not required to be, an attorney. A party’s advisor may inspect and review evidence;
 - f. Of any provision in the Institution’s policies that prohibits knowingly making false statements or knowingly submitting false information during the investigation and adjudication process;
 - g. That if the Institution decides to investigate additional allegations not included in the original notice, it must provide notice of the additional allegations to the parties whose identities are known; and
 - h. For parties who are Students, the provisions set forth in *Appendix A* to this Policy.
4. **Consolidation.** An Institution may consolidate Complaints as to allegations against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations arise out of the same facts or circumstances.
5. **Dismissal.** Allegations of Sexual Harassment that are dismissed may be investigated as Sex Discrimination, Sexual Misconduct, or any other conduct

¹⁴ A Title IX Coordinator who files a Complaint is not a “Complainant.” The Title IX Coordinator may file a Complaint with an unknown Complainant or with no Complainant.

¹⁵ “Sufficient details” include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the dates and locations of the alleged incidents, if known.

prohibited under Institution policies. Upon dismissal, an Institution must promptly notify the Complainant of the basis of the dismissal and the opportunity to appeal. If the dismissal occurs after the Respondent has been notified of the allegations, the Institution must promptly notify the Respondent of the basis of the dismissal and the opportunity to appeal. An Institution's procedures must provide for the following bases for dismissal:

- a. **Permissive.** An Institution's may dismiss a Complaint, or any conduct alleged in the Complaint, for any of the following reasons:
 - i. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Complaint or any allegations therein;
 - ii. The Respondent is no longer enrolled or employed by the Institution; or
 - iii. Specific circumstances prevent the Institution from gathering evidence sufficient to reach a determination as to the Complaint or allegations therein.
 - b. **Mandatory.** The Institution's procedures must require dismissal of a Complaint, or any conduct alleged in the Complaint, if:
 - i. The conduct alleged in a Complaint of Sexual Harassment would not constitute Sexual Harassment, even if proved; or
 - ii. The conduct did not occur in the Institution's Education Program or Activity or did not occur against a person in the United States.
6. **Informal Resolution Process.** At any time after the filing of the Complaint but prior to reaching a determination regarding responsibility, the Institution may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the Institution:
- a. Obtains the parties' voluntary, written consent to proceed with the informal resolution process.¹⁶
 - b. May not require the parties to participate in an informal resolution process;
 - c. Provides the parties a written notice disclosing:
 - i. the allegations;
 - ii. the requirements of the informal resolution process including that at any time prior to the parties' agreement to a resolution, any party may withdraw from the informal resolution process and initiate grievance procedures;

¹⁶ An Institution may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of Complaints of Sexual Harassment.

- iii. that the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties from initiating or resuming grievance procedures arising from the same allegations; and
- iv. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- d. Does not offer or facilitate an informal resolution process to resolve allegations of Sexual Assault, sexual coercion, or any allegations by a Student against an employee for Sexual Harassment; and
- e. Does not use the same facilitator for informal resolution to investigate or decide a matter under the grievance procedures.

C. Interim Measures

1. **Emergency Removal.** An Institution may remove a Respondent from the Institution's Education Program or Activity on an emergency basis, provided that the Institution:
 - a. Undertakes an individualized safety and risk analysis;
 - b. Determines that an immediate threat to the physical health or safety of a Complainant or any Students, employees, or other persons arising from the allegations of Sexual Harassment justifies removal; and
 - c. Provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.
2. **Supportive Measures.** The Institution must offer and coordinate Supportive Measures for the Complainant, even if no Complaint is filed. The Institution's policy must describe the range of Supportive Measures available to Complainants and Respondents.

D. Investigation Procedures

1. **Investigation of Complaint.** When investigating a Complaint and throughout the investigation and adjudication process, the Institution must:
 - a. Ensure that the burden is on the Institution—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether Sexual Harassment occurred;
 - b. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
 - c. Provide the parties with the same opportunities to have others present during any investigation or adjudication proceeding;

- d. Review all evidence gathered through the investigation and determine what evidence is relevant; and
 - e. Provide each party with an equal opportunity to access the evidence that is relevant to the allegations.
- 2. **Advisors.** The Institution must provide the parties with the same opportunities to have others present during any investigation or adjudication proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the Complainant or Respondent in any meeting or proceeding. However, the Institution may establish restrictions regarding the extent to which the advisor may participate in the meetings or proceedings, as long as the restrictions apply equally to both parties.

If a party does not have an advisor present at the live hearing, the Institution must provide, without fee or charge to that party, an advisor of the Institution's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

- 3. **Notice of Meetings.** Institutions must provide written notice of all hearings, investigative interviews, or other meetings to a party whose participation is invited or expected. Written notice should include the date, time, location, participants, and purpose of the meeting with sufficient time for the party to prepare to participate.
- 4. **Impermissible Evidence.** An Institution's procedures must prohibit the following, regardless of whether the evidence is relevant:
 - a. Requiring, allowing, relying upon, or otherwise using information protected under a legally recognized privilege, unless the person to whom the privilege is owed has voluntarily waived the privilege or confidentiality.
 - b. Accessing, considering, disclosing, or otherwise using records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional in connection with the treatment of a party, unless the Institution obtains that party's voluntary, written consent to do so.
 - c. The decisionmaker(s) from considering a Student's history of mental health counseling, treatment, or diagnosis, unless the Student consents;
 - d. The decisionmaker(s) from considering, with respect to any Student other than the Complainant, evidence of a Student's prior sexual history with an individual other than a party to the proceedings, except:
 - i. To prove prior sexual misconduct;
 - ii. To support a claim that a student has an ulterior motive; or

- iii. To impeach a Student's credibility after that Student has put their prior sexual conduct at issue.

5. **Irrelevant Evidence.** An Institution's procedures must provide that the following evidence is not relevant:
 - a. Evidence relating to a Complainant's sexual predisposition or prior sexual behavior, except:
 - i. Evidence about the Complainant's prior sexual conduct that is offered to prove that someone other than the Respondent committed the alleged conduct; or
 - ii. Evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent.
6. **Inspection and Review of Evidence.** The parties must have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Complaint, including the evidence upon which the Institution does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy prior to the completion of the investigative report. The parties must be given at least 10 days to submit a written response, which the investigator will consider prior to the completion of the investigative report. The investigator may also, but is not required to, provide a preliminary investigative report with the evidence subject to inspection and review.
7. **Investigative Report.** At least 10 days in advance of the hearing, Institutions must provide both parties (and the parties' advisors, if any) with an investigative report that fairly summarizes relevant evidence, for the parties' review and written response. The investigative report and the parties' written responses (if any) must be provided to the decisionmaker(s) in advance of the hearing.

E. Adjudication and Decision Procedures

1. **Live Hearing.** Institutions must provide for a live hearing for all Complaints of Sexual Harassment. Live hearings should be conducted by the decisionmaker(s), who cannot be the same as the Title IX Coordinator or the investigator(s). Live hearings may be conducted with all parties physically present in the same geographic location or, at the Institution's discretion, any or all parties, witnesses,

and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. Institutions must make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross examination. Institutions must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review. Procedures for a live hearing require, at a minimum, the following:

- a. The opportunity for each party's advisor to ask the other party or witnesses direct questions and cross examination questions, including questions challenging credibility.
 - b. Cross examination of parties and witnesses that occurs directly, orally, and in real time by the parties' advisors and never by the parties personally.
 - c. The exclusion of questions that are not relevant or are otherwise Impermissible Evidence. The decisionmaker should determine if a question is relevant and not otherwise Impermissible Evidence prior to the party or witness answering the question. The decisionmaker must explain the basis for excluding any question.
 - d. The decisionmaker(s) cannot draw an inference regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
2. **Standard of Evidence.** Institutions' procedures must specify either (a) "by a preponderance of the evidence" or (b) "by clear and convincing evidence" as the standard of evidence for all Complaints.
3. **Sanctions and Remedies.** Institutions' procedures must describe the range of, or list, the possible Sanctions that may be imposed on a Respondent and the possible remedies that may be provided to a Complainant that the Institution may implement following any determination of responsibility.
4. **Written Determination Regarding Responsibility.** At the conclusion of the hearing and upon review of all evidence and the final investigative report, the decision-maker(s) shall issue a written determination regarding responsibility. The written determination must be issued to all parties simultaneously, and must include:
 - a. A description of each allegation;
 - b. A description of the procedural steps taken from receipt of the Complaint through the determination, including any notifications to the

- parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the Institution's policy to the facts;
 - e. For each allegation: a determination regarding responsibility and the rationales, any sanction(s) imposed, and whether any remedies will be provided to the Complainant;
 - f. Procedures and permissible bases for parties to appeal;
 - g. Any change to the results that occurs prior to the time that such results become final; and
 - h. When the results become final.

F. Appeal Procedures

1. **Bases for Appeal.** An Institution must offer both parties an appeal from a determination regarding responsibility, and from an Institution's dismissal of a Complaint or any allegations therein, on at least the following bases¹⁷:
 - a. Procedural irregularity that affected the outcome;
 - b. New evidence that could change the outcome that was not reasonably available when the determination was made;
 - c. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome.
2. **Procedures.** Once an appeal has been initiated, the Institution must provide appeal procedures that, at a minimum:
 - a. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decisionmaker(s) for the appeal is not the Title IX Coordinator, the investigator(s), or same person as the decisionmaker(s) who reached the determination regarding responsibility or dismissal;
 - c. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - d. Provide for issuance of a written decision describing the result of the appeal and the rationale for the result; and
 - e. Provide that the written decision will be provided simultaneously to both parties.

¹⁷ The Institution may offer additional bases for appeal as long as they are available equally to all parties.

3. **Final Decision.** A determination regarding responsibility becomes final either on the date that the Institution provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

V. Compliance and Records

A. Other Federal and State Nondiscrimination Laws

Nothing in this Policy affects Institutions' obligations to address, or employees' rights to report, discrimination and retaliation under other federal and State nondiscrimination laws.

B. Clery Act Compliance

Each Institution remains responsible for complying with the requirements of the Crime Awareness and Campus Security Act of 1990 (Clery Act) and its amendments.

C. Agreements with Local Law Enforcement and Rape Crisis Programs¹⁹

Each Institution must, at a minimum, pursue formalized agreements with (1) the Institution's local law enforcement agency and (2) a State-designated rape crisis program and/or federally recognized sexual assault coalition. Agreements with law enforcement agencies must comply with Title IX and clearly state when an Institution will refer a matter to a local law enforcement agency. Agreements with rape crisis or sexual assault programs must formalize a commitment to provide trauma-informed services to victims of sexual assault and to improve the Institution's overall response to sexual assault.

D. Campus Sexual Assault Climate Survey

At least every two (2) years, each Institution shall: (1) develop an appropriate Sexual Assault campus climate survey using nationally recognized best practices for research and climate surveys; and (2) administer the Sexual Assault campus climate survey to Students in accordance with the procedures set by the Maryland Higher Education Commission (MHEC). Each Institution shall submit to MHEC a report in accordance with the requirements set forth in Md. Code Ann., Educ. § 11-601(g).

E. Recordkeeping for Sexual Harassment Complaints

Each Institution must maintain for seven years records of:

1. For each Complaint of Sexual Harassment, records documenting the informal resolution process or grievance procedure (including any recording or transcript required) and the resulting outcome (including any disciplinary sanctions, remedies, and appeals).

¹⁹ See Md. Code Ann., Educ. § 11-601.

2. Any Supportive Measures taken in response to a report of Sexual Harassment.
3. For reports or complaints of Sexual Harassment, the Institution must document:
 - a. the basis for its conclusion that its response was not deliberately indifferent;
 - b. that it has taken measures designed to restore or preserve equal access to the Institution's Education Program or Activity; and
 - c. when Supportive Measures are not provided, why such a response was not clearly unreasonable in light of the known circumstances.
4. All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process. Institutions must make these training materials publicly available on their websites.

This Policy should be cross-referenced with USM BOR VI-1.50 Policy on the Reporting of Child Abuse and Neglect, and USM VI-1.00 Policy on Non-Discrimination and Equal Opportunity.

APPENDIX A

- I. Statement of Student Rights:** During the procedures, Student Complainants and Respondents have a right to the following:
- A. Treatment with dignity, respect, and sensitivity by Institution officials during all phases of the disciplinary proceedings;
 - B. A fair and impartial investigation;
Disciplinary proceedings and resolutions that are prompt and equitable and provide an opportunity for the parties to be heard;
 - C. Timely written notice of:
 - 1. The reported violation, including the date, time, and location of the alleged violation, and the range of potential sanctions associated with the alleged violation;
 - 2. The party's rights and responsibilities under the Institution's policies and procedures and information regarding other civil and criminal options;
 - 3. The date, time, and location of each hearing, meeting, or interview that the party is required or permitted to attend;
 - 4. A final determination made by the adjudicating official or body regarding whether a policy violation occurred and the basis for the determination;
 - 5. Any sanction imposed, as permitted by law; and
 - 6. The party's rights to appeal and a description of the appeal process;
 - D. Participation in the disciplinary proceedings, including:
 - 1. Access to the case file and evidence regarding the incident obtained by the Institution during the investigation or considered by the adjudicating official or body, with personally identifiable or other information redacted as required by applicable law;
 - 2. Offering testimony at a hearing, or, if the Institution's process does not include a hearing, to the adjudicating official;
 - 3. Submitting evidence, witness lists, and suggested specific questions to be posed to the other party involved in the disciplinary proceedings by investigators or the adjudicating official or body;
 - 4. Providing and reviewing testimony electronically or in a way in which the parties are not required to be in the physical presence of one another;
 - 5. Reviewing and providing written responses to reports and proposed findings; and
 - 6. Appealing a determination or sanction;

- E. Assistance by a licensed attorney, an advocate supervised by an attorney, or a trained advocate throughout the disciplinary proceedings, including by the attorney or advocate's:
 - 1. Attendance at hearings, meetings, and interviews with the party;
 - 2. Private consultations with the party during hearings, meetings, and interviews, except during questioning of the party at a hearing; and
 - 3. Assistance with the party's exercise of any right during the disciplinary proceedings;
- F. Notwithstanding whether a student accesses counsel paid for by the Maryland Higher Education Commission (MHEC), the presence of no more than two people, including a personal supporter of the party's choice, an attorney, or an advocate, at any hearing, meeting, or interview during the disciplinary proceedings;
- G. Notice to a student party, presented in an appropriate and sensitive format, before the start of the disciplinary proceedings, of:
 - 1. The student's right to the assistance of an attorney or an advocate;
 - 2. The legal service organizations and referral services available to the student; and
 - 3. The student's right to have a personal supporter of the student's choice at any hearing, meeting, or interview during the disciplinary proceedings.

II. Access to MHEC Counsel: Any current or former student who makes a Complaint or responds to a Complaint on which a Sexual Harassment investigation is initiated, and who was enrolled as a student at the Institution at the time of the incident that is the basis of the Complaint, unless the student knowingly and voluntarily chooses not to have counsel. A student shall have access to counsel paid for by MHEC as provided in Md. Code Ann., Educ. § 11-601.

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: Maryland's Early College Landscape and Opportunity (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

SUMMARY: The University System of Maryland commissioned Empower Schools, a national thought and policy leader in Early College, to complete a landscape analysis on the current state of Early College in Maryland. This report summarizes Maryland's current Early College and Dual Enrollment participation, highlights key equity and workforce gaps, and identifies opportunities for the System to play a unifying, catalytic role in strengthening Early College statewide. Its five findings underscore both the urgency and promise of this work: the state of Maryland significantly trails national participation rates; funding decreases as more students become eligible; access remains inequitable; statewide data and workforce-aligned pathways are limited; and yet Maryland possesses substantial assets, including the Blueprint, strong institutions, and clear workforce priorities, that position it for national leadership. The analysis provides the foundation for a coordinated USM strategy, in collaboration with community colleges, K–12 districts, policymakers, and industry, to expand Early College opportunities that increase opportunities for students while addressing Maryland's critical workforce needs.

ALTERNATIVE(S): Information item

FISCAL IMPACT: Information item

CHANCELLOR'S RECOMMENDATION: Information item

COMMITTEE ACTION:

DATE: December 12, 2025

BOARD ACTION:

DATE:

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

MARYLAND'S EARLY COLLEGE LANDSCAPE AND OPPORTUNITY

EMPOWER
■■■■■■■■■■
schools



ABOUT THIS REPORT



The Commission

The USM commissioned Empower Schools to deliver a landscape report on the state of Early College in Maryland.

The Key Questions

- ▶ **Where does Maryland stand in Early College access, participation, and outcomes?**
- ▶ What should the USM and Maryland do to expand Early College statewide?

DEFINING TERMS

Dual Enrollment

Access to one or a few college courses for the **college-ready**.

Early College

A **partnership** between a college and high school. Gives students access to transferable credits up to an **associate degree** and emphasizes **career-aligned pathways**.



WHY EARLY COLLEGE



Clear, Affordable, Well-Supported

Delivers on the Blueprint's promise by providing a **clear, affordable, well-supported pathway** into higher ed. Offers more structure, guidance & wraparound services than dual enrollment.

Pathway to Post-Secondary

Places students onto a **highly structured pathway into higher ed**, targeting our most critical workforce needs—e.g., education, health care, cybersecurity.

Enrollment, Completion, Earnings

Increases college enrollment, degree completion, and long-term earnings, particularly for historically underrepresented students.

THE KEY FINDINGS

FINDINGS

1 BOTTOM RANK

MD ranks near the bottom in Early College and Dual Enrollment.

2 FUNDING ISSUE

College and Career Readiness funding falls short; districts fund the difference.

3 INEQUITY

Access to Dual Enrollment is inequitable.

4 MISALIGNED

MD lacks comprehensive outcomes data, has few pathways aligned to workforce needs.

5 POISED TO LEAD

With significant assets, MD can lead in Early College.

FINDINGS

1 BOTTOM RANK

MD ranks near the bottom in Early College and Dual Enrollment.

2 FUNDING ISSUE

College and Career Readiness funding falls short; districts fund the difference.

3 INEQUITY

Access to Dual Enrollment is inequitable.

4 MISALIGNED

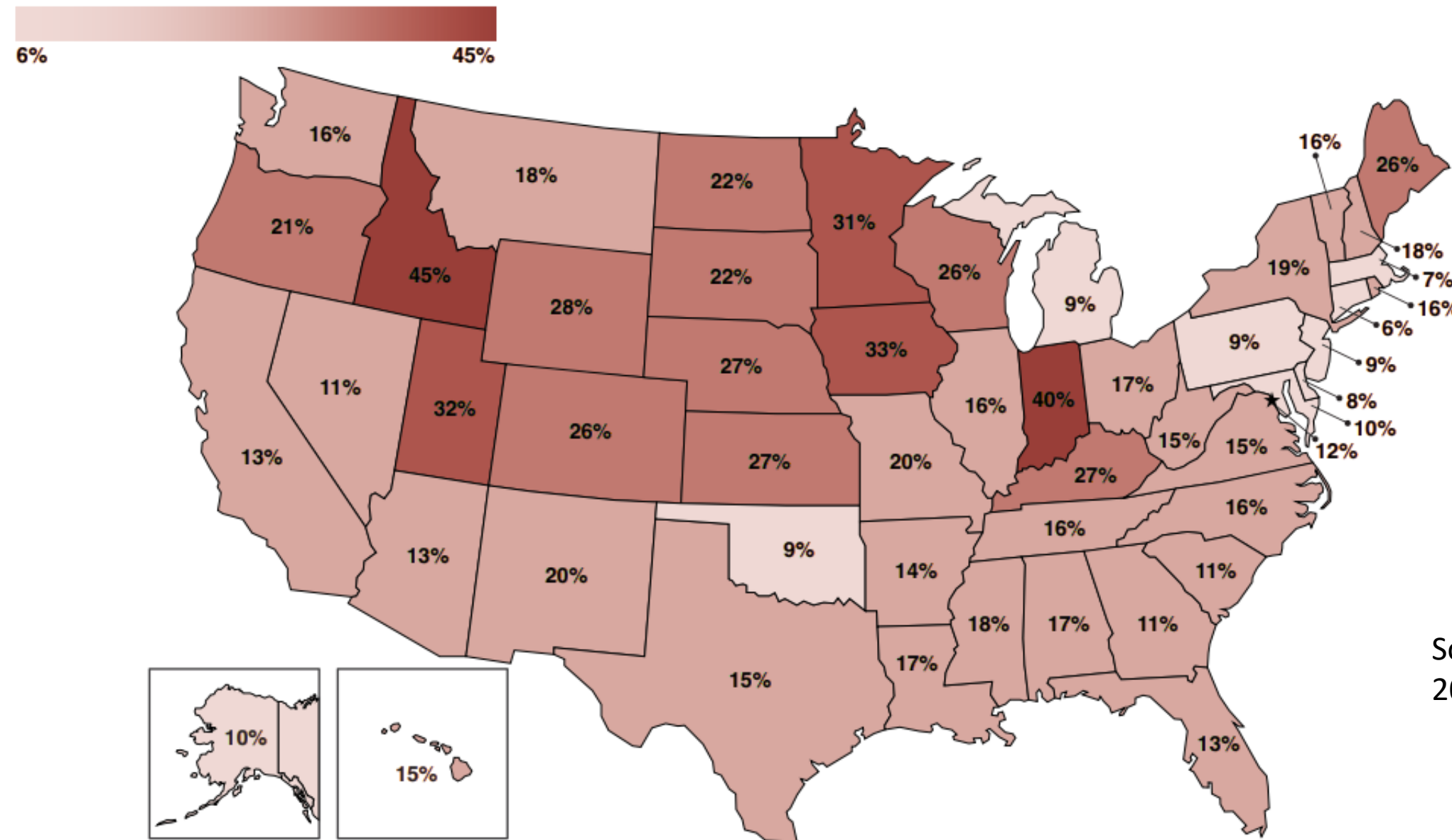
MD lacks comprehensive outcomes data, has few pathways aligned to workforce needs.

5 POISED TO LEAD

With significant assets, MD can lead in Early College.

LAGGING BEHIND

At 10%, Maryland ranks **43rd out of 50 states** in dual enrollment as a share of the public high school population. U.S. average: 16%.



Source: U.S. Department of Education. IPEDS, 2022–23.

LAGGING BEHIND



MD ranks 45th in Dual Enrollment participation at all colleges

Dual Enrollment makes up 7% of undergrad enrollment in MD, half the U.S. rate.¹

MD ranks 49th at 4-year publics

High school students comprise 0.4% of MD's public university enrollment.

U.S. average = 6%.²

MD has just 3 Early College programs

MD has 3 programs out of 1,200 nationwide. NC and MI, similar in size to MD, have 100+ programs apiece. TX has 423.³

¹ Community College Research Center. IPEDS, 12-Month College Enrollments, 2022–23.

² Ibid.

³ American Institutes for Research. Early Colleges Across the U.S. Database.

FINDINGS

1 BOTTOM RANK

MD ranks near the bottom in Early College and Dual Enrollment.

2 FUNDING ISSUE

College and Career Readiness funding falls short; districts fund the difference.

3 INEQUITY

Access to Dual Enrollment is inequitable.

4 MISALIGNED

MD lacks comprehensive outcomes data, has few pathways aligned to workforce needs.

5 POISED TO LEAD

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UNEVEN FUNDING



State funding falls short

MD spends \$115 per high school student, while courses cost \$500 to \$600 each.

The Blueprint's target is unfunded

Four courses per year is mathematically impossible under the current model.

Districts are absorbing the gap

Frederick Co. exceeded its allocation by \$800K. Anne Arundel Co., by \$1.1M.

Two-course floor has become a ceiling

Many districts can offer only the minimum, limiting access and scaling back pathways.

FINDINGS



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5 POISED TO LEAD

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UNEVEN ACCESS



Two-course floor limits access

Many school districts can't afford to offer more.

Wealthier counties thrive

Calvert, Carroll, Charles, Howard & Montgomery offer fully funded associate degree pathways.

Resource gaps drive participation

Strong district/college resources = high participation; constrained resources = low participation.

Equity gaps persist

FARM-eligible students = 56% of MD's public school population, but only 30% of dual enrollment participants.

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THE PATH FORWARD

THE PATH FORWARD

▶ **LEAD**

Lead a unified statewide Early College strategy.

▶ **EXPAND**

Expand high-quality, equitable Early College pathways.

▶ **GROW**

Grow four-year institution participation to meet critical workforce demands.

▶ **LEVERAGE**

Leverage our Systemwide assets to support scalable, workforce-aligned pathways.

▶ **STRENGTHEN**

Strengthen policy and funding coherence to scale and fulfill the Blueprint's vision.



Maryland's Early College Landscape and Opportunity

A Report by Empower Schools and the University System of Maryland

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Executive Summary

Across the nation, states are redefining the boundary between high school and college to accelerate economic mobility and meet urgent workforce needs. Maryland has signaled its commitment to this movement through the Blueprint for Maryland's Future, which sets one of the most ambitious goals in the country of ensuring every College and Career Ready (CCR) student can earn up to 60 college credits or an associate degree before graduating high school.

Maryland's community colleges are the backbone of this vision. They provide the essential on-ramps, developmental supports, and associate degree and industry-credential pathways that make Dual Enrollment and Early College possible. Their leadership and longstanding partnerships with districts have expanded opportunities for tens of thousands of students and are central to the state's progress.

Yet despite these strengths, Maryland's early college landscape remains fragmented, inequitable, and structurally constrained. Participation in Dual Enrollment lags behind the nation, placing Maryland 43rd in overall participation, 45th in the share of undergraduates who are high school students, and 49th in Dual Enrollment at public four-year institutions. The state's current approach has been rooted primarily in Dual Enrollment rather than coherent Early College pathways and has not kept pace with either Blueprint expectations or the growing number of CCR-eligible students. Funding has not expanded proportionally, widening the gap between eligible students and available opportunities. Access also varies sharply by county, resulting in inconsistent experiences across the state, where some students can complete an associate degree while others may only take a course or two.

Compounding these challenges, Maryland lacks comprehensive outcomes data and has relatively few Early College pathways intentionally aligned to its most pressing workforce needs. This limits the state's ability to assess impact, ensure equitable participation, and design programs that support strategic labor-market goals in teaching, nursing, cybersecurity, engineering, and the life sciences.

At the same time, Maryland has remarkable assets. Strong community colleges, high-performing school districts, robust regional higher education centers, and the University System of Maryland (USM) together create a foundation for building a cohesive statewide model. USM's extensive program offerings, online capacity, and statewide reach position it to play a complementary and additive role in strengthening, not supplanting, the work of community colleges. By partnering intentionally across sectors, USM can help streamline pathways from associate degrees and industry credentials to bachelor's degrees and beyond, enhancing student mobility and meeting workforce needs more effectively.

Moving from isolated programs to a coordinated statewide system will require a strategic, equity-driven approach and shared ownership across K–12, community colleges, and four-year institutions. Maryland's investment and commitment through the Blueprint warrant a strategy capable of delivering stronger and more equitable results for students, families, and the state's economy.

To support this effort, the University System of Maryland engaged Empower Schools to analyze Maryland's Early College ecosystem. This report summarizes key findings from extensive research and interviews across the state and outlines the opportunities and challenges ahead as Maryland builds a next-generation Early College strategy.

About this Report

The University System of Maryland commissioned Empower Schools, a national nonprofit that has helped states design and implement Early College and Career Pathways, to co-author this report. Seeking to expand Early College opportunities statewide, USM asked Empower to examine Maryland's landscape for Early College access, participation, and outcomes. This report draws on national and state data, a study of peer-reviewed research, a scan of dozens of existing programs, and interviews with more than fifty state and local leaders. More detail on data sources and methods appears in Appendix A.

Background: Dual Enrollment and Early College Definitions, Trends, and Evidence

While there are examples of Early College in Maryland, much of the current landscape and policies are rooted in Dual Enrollment. For that reason, this report uses both terms to describe high school students taking college courses. The following sections define each term and provide context on national trends.

Dual Enrollment

Dual Enrollment is a broad term referring to high school students who take any college course for credit. These programs span a wide spectrum, from opportunities for college-ready students to access one or more college courses to structured pathways enabling students to earn up to two years of college credit.

Nationwide, participation in Dual Enrollment has expanded dramatically, from fewer than 300,000 students in the early 2000s^[4] to more than 2.8 million in 2023-2024.^[5] Today, high school students make up over 20% of all U.S. community college enrollment.^[6] A robust body of evidence indicates that Dual Enrollees are more likely to graduate high school, enter and complete college, and earn higher wages in adulthood.^[7]

Early College

In contrast, Early College is a more specific term which refers to structured, well-supported pathways that typically serve low-income, first-generation, or historically underrepresented students. Built on partnerships between high schools and colleges, these programs enable participants to earn significant transferable college credit that is logically sequenced to align to a degree or career credential. As defined by the Every Student Succeeds Act of 2015,^[8] Early College programs provide students access to at least twelve credits at no cost to them or their families.

Early Colleges, too, take different forms. Standalone “wall-to-wall” Early College High Schools, of which there are over 1200 nationwide,^[9] are designed so every student choosing to attend that high school can potentially graduate with both a diploma and up to an associate





degree. District-wide Early College programs enroll students from comprehensive high schools at community colleges, allowing them to complete significant college coursework and remain part of the comprehensive high school community.

The evidence supporting Early College's effectiveness is especially strong. Random-assignment studies and long-term follow-ups—among the most rigorous evidence available in education—show that participants are more likely to complete college and to do so more quickly than their peers.^[10] These gains are significant across racial and economic lines, making Early College one of the most effective, well-documented strategies for improving postsecondary success. Early College is not only effective, it is economically efficient: students pay less in college tuition and earn more in wages while spending less time in college. Further, studies have shown that public investments in Early College more than pay for themselves.^[11]

The Early College Advantage

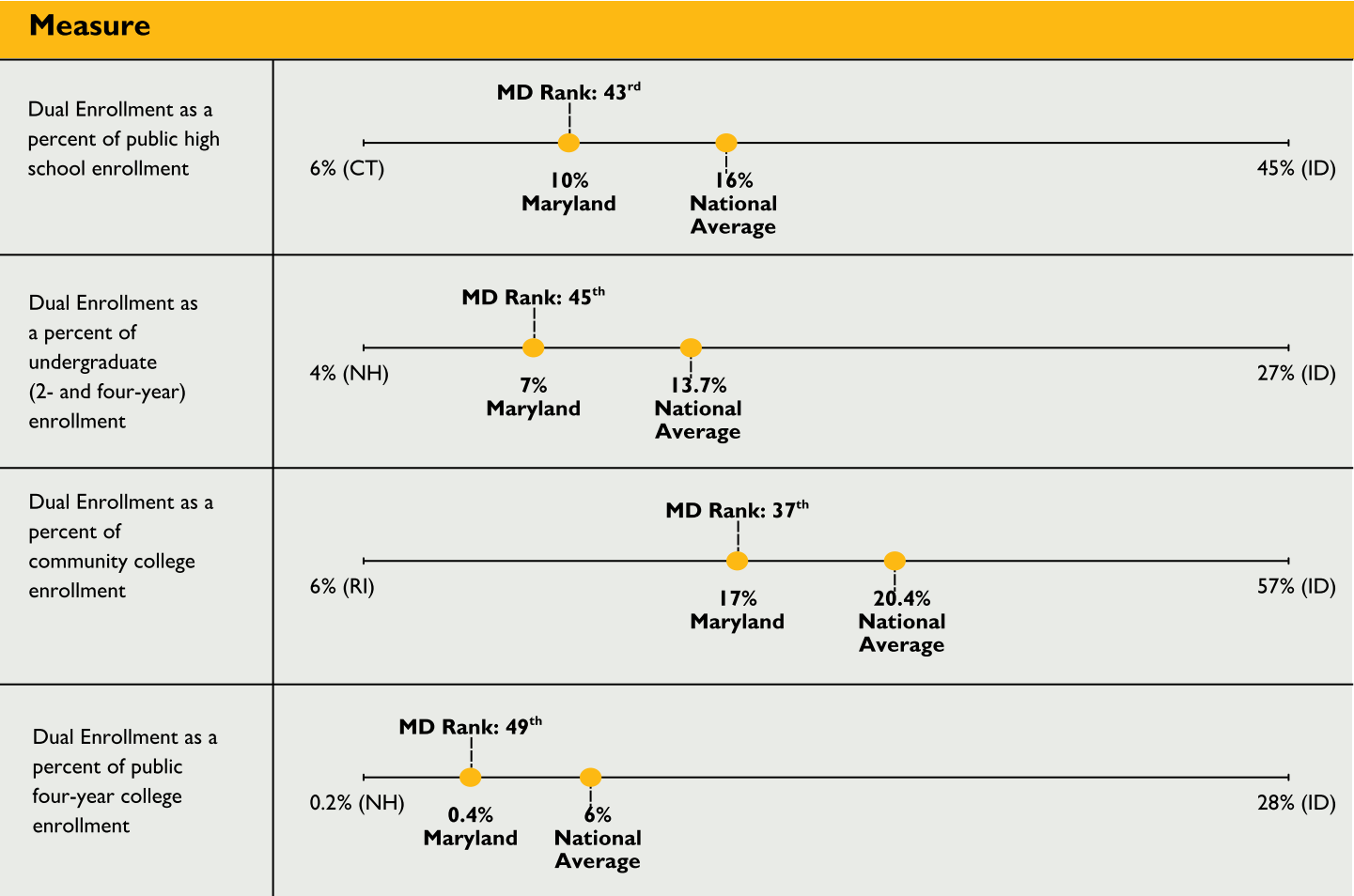
Traditional Dual Enrollment allows individual students to take college courses with minimal advising or connection to a broader degree plan. It tends to benefit students who already have access, preparation, and advocacy. By contrast, Early College is a structured partnership between high schools and higher education institutions that provide aligned, degree-bearing pathways supported by intentional advising, tutoring, and clear course sequences. Early College programs are designed not just for students who already see themselves as college-bound, but for students who might not otherwise believe they belong in a college classroom. These programs provide a careful, supported on-ramp that builds confidence and capacity, allowing students to graduate high school with meaningful momentum toward a postsecondary degree.

Finding #1: Maryland is Near the Bottom Nationally in Early College and Dual Enrollment

Maryland’s dual-enrollment rate rose from 1.7% of public high schoolers in 2011 to 10.2% in 2024. The proportion participating jumped by roughly 50% in the two years following the Blueprint’s passage. Despite this, Maryland still trails most states. In 2022-2023, the most recent year with national data, just seven states had a smaller share of high school students in Dual Enrollment.^[13] Maryland ranks 45th in the country for Dual Enrollment as a percent of total undergraduate enrollment.^[14]

Participation is also more concentrated at community colleges. Only 3% of Maryland’s Dual Enrollment occurs at public four-year institutions, compared to 18% nationwide.^[15] New Hampshire is the only state where high school students make up a smaller share of public four-year enrollment. Figure 1 shows how Maryland ranks in Dual Enrollment compared to national averages and other states.

Figure 1: Maryland’s Dual Enrollment in National Context



Dual Enrollment has a relatively small footprint in Maryland, and so does Early College. In the American Institutes of Research database, Maryland has just three recognized Early College programs out of the 1200 nationwide. Similarly-sized states who have made Early College a policy priority, North Carolina and Michigan, each operate more than 100 programs. Texas, the national leader, has 423. Massachusetts, which enacted enabling policy and launched a formal designation process just seven years ago, now has over 70 designated Early College programs serving over 10,000 students, accounting for nearly half of all the state's Dual Enrollment. These states treat Early College as a central strategy for college access and workforce development, backed by sustainable funding streams, planning grants, and structures for support and accountability. The Blueprint is comparably ambitious, but Maryland's infrastructure, policy coordination, and especially investment in Early College still trail their peers.

Maryland's progress to date reflects a strong policy vision constrained by limited resources. Understanding how that dynamic affects which students participate is the focus of the next two sections.



Finding #2: College and Career Readiness Funding Falls Short, Districts Fund the Difference

Much of the gap between the Blueprint's vision and its execution reflects the reality that Maryland's ambition for Dual Enrollment programs has outpaced the funding available to achieve it. To contain costs, state policymakers temporarily revised the Blueprint such that districts are only mandated to fund a minimum of two courses per semester for eligible students for fiscal years 2025-2027.^[16] Intended merely as a floor, the requirement has instead functioned as a ceiling, with many districts providing no more than the minimum. While some districts support more than these 12 credits per year, most do not, resulting in access that is shaped not just by student readiness, but also by local resources. In some counties, Early College programs that offered more substantial college progress have been scaled back or discontinued following this policy change.

The Blueprint's redefinition of College and Career Readiness standards has caused an increase in students eligible for Dual Enrollment and early college funding. In FY 2026, the number of eligible students surged by 168 percent, from roughly 40,000 to nearly 110,000, without a corresponding increase in state resources. The largest increases occurred in districts with the least fiscal capacity: Baltimore City eligibility rose 446 percent; Prince George's County, 679 percent; Dorchester County, 694 percent.^[17] This dramatic expansion of eligibility has not been met with an equally dramatic expansion of opportunity.

Maryland spends only \$115 per high school student on post-CCR pathways—far below investments in states with robust Early College systems. Dual Enrollment courses cost \$500 to \$600 each.^[18] The Blueprint's *minimum* expectation of four courses per year is mathematically impossible under the current funding model.

Districts absorb the difference:

- Frederick County exceeded its allocation by \$800,000 in FY 24.^[19]
- Anne Arundel County exceeded its allocation by \$1.1 million in FY 23.^[20]

Maryland’s surge in CCR-eligible students signals real progress, but the state’s funding model has not kept up. As eligibility expands and resources remain flat, college course access in high school is increasingly determined by district resources rather than student readiness.

Finding #3: Current Access to Dual Enrollment is Inequitable

The Blueprint’s definition of college and career readiness shapes access. Before new standards were implemented, only 30 percent of economically disadvantaged students were deemed CCR-ready compared to 60 percent of their more affluent peers.^[21] Other states use Early College as an equity strategy, designing supports so students can build readiness through participation. Texas, North Carolina, and Massachusetts explicitly prioritize students underrepresented in higher education. Maryland, instead, restricts access to those already demonstrating readiness, effectively narrowing the pipeline.

Uneven Access by County

By county, the disparities continue. Only 11 percent of 11th and 12th graders in Baltimore City qualify for CCR funding, compared to 59 percent in Howard County.^[22] This results in funding across counties that ranges from \$60.50 to \$333.34 per student.^[23] Because CCR funding is tied strictly to eligibility, the districts with the highest concentrations of economically disadvantaged students—those who research shows benefit most from Early College—receive the least.

Maryland’s “floor” of two Dual Enrollment courses per semester was intended to guarantee a minimum level of access, but in practice it has widened disparities. In the wealthiest counties, Calvert,^[24] Carroll,^[25] Charles,^[26] Howard,^[27] and Montgomery^[28] Counties partner with local community colleges to offer fully funded paths to associate degrees for all students who meet CCR eligibility. Notably, all five counties rank in the top seven in Maryland in median household income.^[29]

Other counties offer pathways to 60 credits but require families to pay for courses above the two-per-semester floor. Allegany,^[30] Cecil,^[31] and Frederick^[32] Counties shift some of the costs for their Early College programs to families, though some lower or waive these costs for students who receive Free and Reduced Meals.

In the remaining counties, including Anne Arundel, Baltimore County, Prince George’s County, and Baltimore City, no countywide pathway exists. Students and their families are on their own, financially and logistically, if they seek to enroll in courses beyond the two per semester that LEAs must fund for CCR eligible students.

These structural inequities are visible in participation rates. Where community colleges and districts have the resources and where household income is higher, participation flourishes. Where resources are constrained, participation lags.

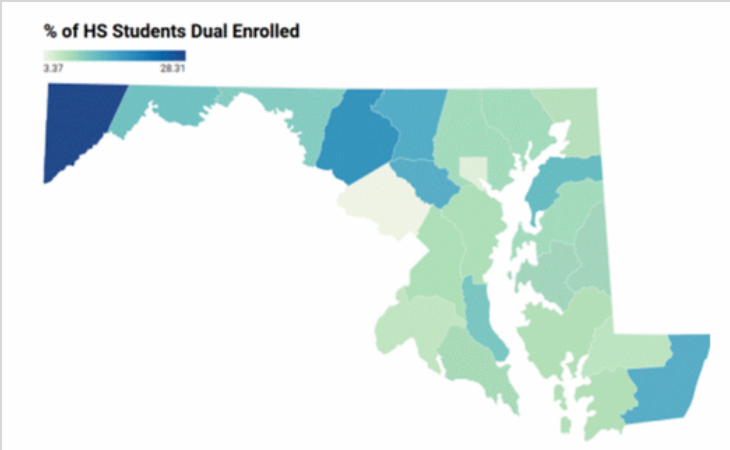
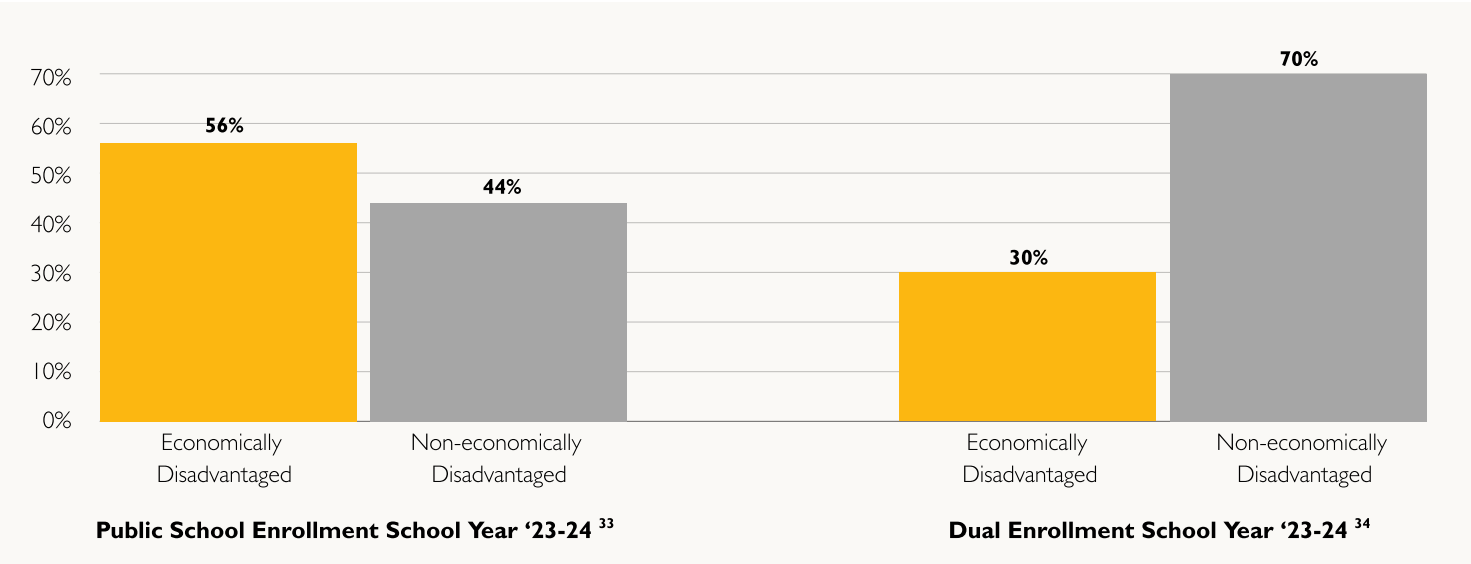


Figure 2: Percent of HS Students Dual Enrolled by Maryland County (2022-2023)

Racial and Economic Disparities

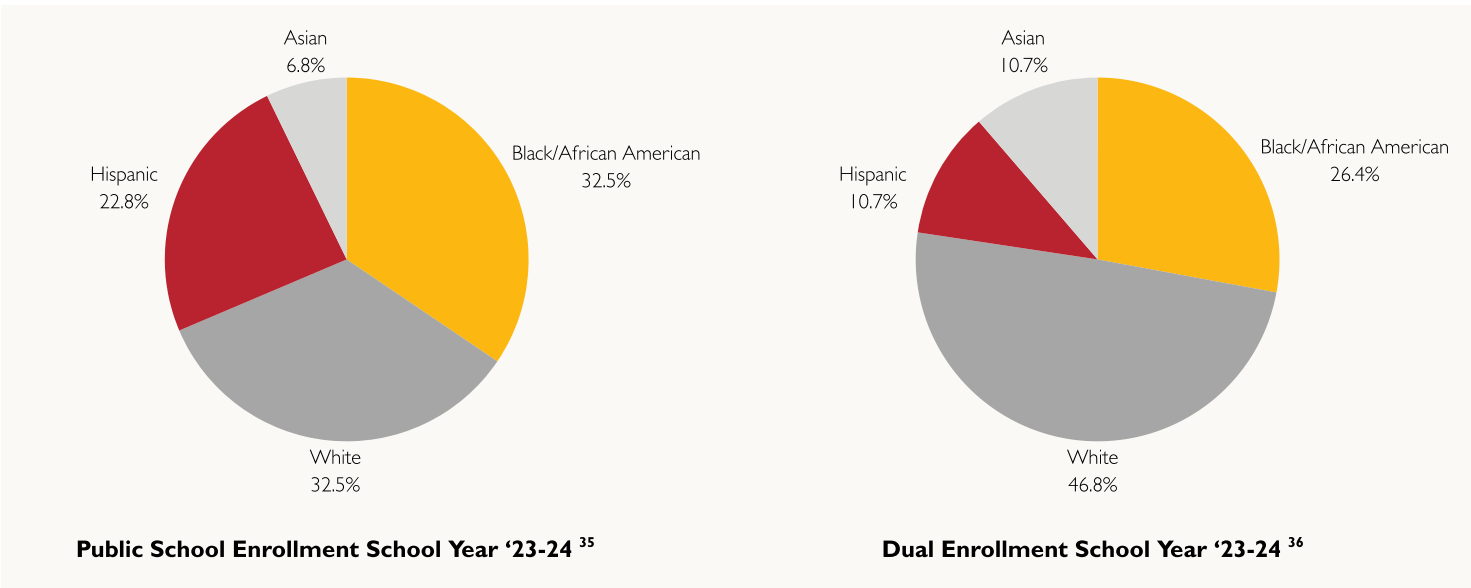
Economically disadvantaged students make up 56% of the state’s public school population but only 30% of dual enrollees (Figure 3a).

Figure 3a: Economic Disparities in Dual Enrollment Participation



Racial disparities persist as well: White and Asian students are most likely to participate in Dual Enrollment while Black and Hispanic students participate at lower rates (Figure 3b).

Figure 3b: Racial Disparities in Dual Enrollment Participation



Maryland's Early College ecosystem advances opportunity for many—but expands opportunity unevenly. The combination of eligibility requirements, local wealth disparities, inconsistent funding, and county-by-county program design has created a system where access is not guaranteed statewide but determined by geography and income.

Finding #4: Maryland Lacks Comprehensive Outcomes Data and has few Early College Pathways Aligned to Workforce Needs

Maryland currently lacks the data infrastructure necessary to understand the full impact of Early College and Dual Enrollment outcomes for students, making it difficult for the state to evaluate program effectiveness, identify inequities, or strategically scale high-impact models. Outside of Maryland's standalone Early College High Schools, such as Bard and the Academy of Health Sciences (AHS), most schools do not report disaggregated outcomes for Early College or Dual Enrollment students. As a result, the state has limited visibility into critical measures such as where Early College or Dual Enrollment students enroll in college, their college completion outcomes, how efficiently those Dual Enrollment credits apply to degree programs, or their long-term earnings and career outcomes.

At the same time, relatively few Early College pathways in Maryland are intentionally designed, based on the state's high-need workforce priorities. The majority of current programs are course-based rather than structured pathways that lead to meaningful credentials or degrees in priority fields. Maryland does have a few strong exceptions, such as the Academy of Health Sciences' teaching and nursing pathways in Prince George's County, CMIT Academy's IT and cybersecurity pathways, and Howard County's Cybersecurity Early College program. These models demonstrate what is possible when pathways are aligned to labor market needs.

Without robust outcomes data and a coordinated statewide strategy for expanding workforce-aligned pathways, Maryland cannot fully leverage Early College to meet its most pressing labor shortages in teaching, nursing, cybersecurity, engineering, and the life sciences. Expanding evidence-based, workforce-connected Early College pathways, and building the data systems to evaluate them, is essential to fulfilling the Blueprint's promise and strengthening Maryland's long-term talent pipeline.

Finding #5: Maryland has Significant Assets that Position it to be a National Leader in Early College

In 2023-2024, more than 35,000 high school students took college courses in Maryland.^[37] Some attended one of the state's three Early College High Schools^[38] recognized in the national database.^[39] Others enrolled at their local community college, either as part of Early College degree programs or more traditional and broad-based Dual Enrollment. Still others earned college credit by learning from high school teachers certified as community college adjuncts.

Maryland's longitudinal data show that dual enrollees outperform their peers. Compared to otherwise-similar students, those who take Dual Enrollment or Early College courses are 15 percentage points more likely to finish a college degree, and they earn \$2,100 more annually six years out of high school. These gains are especially strong for Black, Hispanic, and low-income students.^[40]

Ambitious Enabling Policy

Like many states, Maryland turned to legislation to expand Dual Enrollment and Early College. In 2021, the Blueprint for Maryland's Future set one of the nation's boldest goals: every prepared student should have the option to pursue up to "an associate degree or 60 college credits" in

11th and 12th grades.^[41] Interviewees described a subsequent “explosion” of Dual Enrollment: in the two years after the bill’s passage, the proportion of high school students taking college courses had increased by 50%.^[42]

Alignment to Maryland’s Values and Priorities

Early College aligns closely with Maryland’s values and policy priorities. The state has made equity, affordability, and workforce alignment central to its education and economic strategy.

The ENOUGH Act outlines a cradle-to-career approach to ending generational poverty in historically underserved communities. Early College helps fill an often-overlooked gap in that continuum, the bridge between K-12 education and college and career opportunities. By enabling students to earn college credits and explore careers in high school, Early College reduces the cost and time to a degree, increases the odds of completion, and gives students a clearer path to careers that sustain families and strengthen communities.

Maryland has also made targeted workforce development a priority, identifying “lighthouse industries” such as aerospace, cybersecurity, and life sciences as engines of economic growth. At the same time, the state continues to face shortages in teaching, nursing, and other essential professions.

Maryland already has examples of how Early College can serve these priorities. Howard County offers students an Early College pathway in Cybersecurity,^[43] while the Chesapeake Math and Information Technology Academy, a public charter school in Laurel, offers students a path to an associate degree in Information Technology.^[44] The Academy of Health Sciences shows that Early Colleges can develop future nurses and teachers, both critical to Maryland’s workforce pipeline. Partnership from four-year institutions can guarantee seamless transfer and appealing admissions policies, strengthening the pipeline from college to career in Maryland.

Early College advances Maryland’s broader educational and economic agenda, expanding opportunity and equity, addressing higher education affordability, and accelerating the state’s workforce pipeline. With proven models already in place, the next step is ensuring that funding, infrastructure, and support are in place so that every student in every part of the state can access these opportunities.

Maryland has powerful proof points demonstrating that Early College can deliver exceptional results for students, particularly those underrepresented in higher education. The Academy of Health Sciences at Prince George’s Community College, Bard High School Early College Baltimore, Montgomery College’s Early College program, and emerging regional partnerships all show that Early College can increase college enrollment, degree attainment, and workforce alignment.



Conclusion

Maryland has made a clear commitment to broadening Dual Enrollment through the Blueprint for Maryland's Future; however, without a coordinated statewide strategy, participation has not kept pace with the number of students who are eligible. As a result, access has remained concentrated among students who are already economically and academically advantaged, rather than serving as a true engine of equity and upward mobility. At the same time, structural constraints within the Blueprint, particularly limits on taking courses before eleventh grade and on the number of courses districts must provide, are hindering program growth. These restrictions make it exceedingly difficult to design and scale structured Dual Enrollment programs, such as Early College, that align with Maryland's workforce needs.

National evidence consistently demonstrates that high-quality Early College programs increase college enrollment, degree completion, and long-term earnings, especially for students historically underrepresented in higher education. Maryland's current policy landscape, however, prevents the state from fully realizing these benefits at scale.

Maryland is well positioned to realize the benefits of Early College. The state has successful programs to build on a policy framework that supports expansion, and clear workforce priorities that Early College can help meet. By focusing resources on evidence-based models and ensuring equitable access, Maryland can strengthen its workforce pipeline and fulfill the Blueprint's promise: giving every student a meaningful head start on college and career success.

A stronger and more equitable system for Maryland's students depends on deep partnership across all sectors of higher education. Community colleges play a vital and irreplaceable role in this work: they are the backbone of Dual Enrollment and Early College participation, offering accessible entry points, developmental supports, and the associate degree and industry-recognized credential pathways that launch many students into meaningful careers. Their leadership has been central to expanding opportunity and will remain foundational to the state's long-term success.

At the same time, adding four-year institutions as fully integrated partners creates streamlined, high-mobility pathways that extend from associate degrees and workforce credentials to bachelor's degrees and beyond. This does not replace the critical role of community colleges. By building seamless, cross-sector pathways in fields such as teaching, nursing, cybersecurity, and the life sciences, Maryland can unlock new opportunities for students, meet urgent workforce needs, and create the level of educational and economic mobility the Blueprint envisions.

Yet today, only 3% of Maryland's Dual Enrollment takes place at four-year institutions^[45], compared to 18% nationwide.^[46] Broadening four-year participation, while continuing to center and elevate community college, will allow Maryland to build a more robust and connected talent pipeline that serves students and the state's economy more effectively.

Moving forward with this opportunity will require deep engagement and collaboration from many stakeholders across the state's education and policy landscape, including leaders in K-12 and higher education, policymakers, industry, philanthropy, and the civic sector. The University System of Maryland is uniquely positioned to lead this work.

The University System of Maryland is already a driver of the state's higher education and economic development. It can bring greater coherence and scale to Early College efforts across the state. By convening key stakeholders, USM can coordinate statewide discussion about expanding Early College pathways in the state. It also has the capacity to play a direct role by leveraging its specialized programs, regional higher education centers, and online offerings to design and support new pathways that complement local efforts. Through this leadership, Maryland can turn its commitment to college access into a coordinated strategy that reaches every community in the state.

Acknowledgements

This report was coauthored by a team from both Empower Schools and the University System of Maryland.

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Emily Ferguson	Chair Josh Michael	President Yolanda Wilson
President Gregory Fowler	President Richard Midcap	Secretary Carey Wright
Joyce Fuhrmann	Chair Cassie Motz	Pershail Young

Endnotes

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- [11] See <https://edworkingpapers.com/sites/default/files/ai25-1136.pdf> and <https://files.eric.ed.gov/fulltext/ED606242.pdf>
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- [21] <https://www.marylandpublicschools.org/stateboard/Documents/2025/0325/College-and-Career-Readiness-Standard-Policy-A.pdf>
- [22] <https://marylandpublicschools.org/about/Pages/OFPOS/StateAid/index.aspx>
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Appendix



Appendix A: Approach and Methods

Commission

The University System of Maryland (USM) invited Empower Schools, a national thought and policy leader in Early College and Career Pathways, to co-author this report. USM asked Empower to answer two key questions:

1. Where does Maryland stand in Early College access, participation, and outcomes?
 - This report addresses that question directly
2. What can USM do to make a difference in the expansion of Early College across the state?
 - Next, USM and Empower will engage key stakeholders to explore what USM, and Maryland, should do to expand Early College statewide.

About Empower Schools

Empower Schools is a 501(c)(3) nonprofit organization operating throughout the United States. Empower works with state agencies, policymakers, public school districts, institutions of higher education, and communities champions to serve millions of students. Empower improves outcomes for urban and rural communities by developing sustainable systemic solutions at the school, district, and state levels.

Empower has launched state alliances for Early College in Massachusetts and New York, working with state and program leaders to advance enabling policy and implementation. Their responsive approach is flexible and focused on the unique context and needs of learning community.

The Empower team has deep Maryland roots and expansive knowledge of Early College in the US. John Allenbach, serving as lead researcher for this report, grew up in Towson and attended the University of Maryland College Park. Eliza Davis, Empower Schools Senior Manager, currently lives in Baltimore. Chris Gabrieli, co-

founder of Empower, was project leader for this report. Gabrieli lectures at Harvard on Early College. He serves as the Chair of the Massachusetts Board of Higher Education, leading the largest new Early College Initiative in the country.

Methods

This report takes stock of Maryland's Dual Enrollment and Early College landscape. It reviews K-12 and higher education data, highlights promising models already in place, and analyzes national and state trends. By identifying both challenges and bright spots, the report aims to catalyze conversations about expanding Early College opportunities for more Maryland students.

- Data Review: Analysis of state and national datasets to measure and compare participation and outcomes.
- Research: Synthesis of peer-reviewed studies of Dual Enrollment and Early College effectiveness.
- Program Scan: Examination of dozens of existing programs across Maryland, mapped to a typology of models.
- Stakeholder Perspectives: Insights from interviews with over 50 policymakers and education leaders statewide. A summary of findings appears in Appendix B.

Together, these methods provide both a quantitative picture of Maryland's Dual Enrollment and Early College landscape and a qualitative understanding of the opportunity the state can seize.

Appendix B: Stakeholder Perspectives on Early College

Drawing on dozens of interviews with leaders in K–12 and higher education, policymakers, and community partners, this appendix highlights the broad themes that emerged, including both opportunities and concerns. It provides a high-level synthesis of perspectives, rather than attributing comments to specific individuals or documenting every aspect of each discussion.

1. Broad Conceptual Support

Across interviews, nearly all stakeholders supported the idea of expanding Early College in Maryland. Leaders from K–12, higher education, and policy circles consistently emphasized that Early College is a promising tool for attainment and equity. Leaders frequently described Early College as ‘a great idea’ and ‘something we should do.’ Where there was caution, it was mostly about challenges in funding or implementing Early College.

2. Alignment with Workforce Priorities

Many interviewees emphasized that Early College has the potential to address Maryland’s most pressing workforce needs. By building pipelines directly for high school students to careers where there are current shortages or projected opportunities, from teaching and nursing to Cybersecurity and AI, the state can expand educational opportunity while meeting its economic development goals. Teacher preparation was highlighted repeatedly as an area where Early College could create a structured pipeline, allowing students to earn credits toward certification earlier while gaining classroom experience as paraprofessionals. Health care and nursing pathways were also raised as natural fits, given statewide shortages and strong student interest. Participants saw these workforce connections as not only practical but politically resonant, helping to make the case that Early College is an investment in Maryland’s economic future and workforce needs as well as in individual students.

3. Willing Partners

In addition to broad support for the idea, many interviewees were eager to be involved directly in next steps. Some higher education leaders proposed pilot models they would be interested in hosting. Other education leaders supported aligning Early College conversations with ongoing state policy processes. Legislative leaders noted that they would be interested in carrying proposals that have broad impact. This willingness suggests a favorable political environment for thoughtful, well-designed initiatives.

4. Local Proof Points

Stakeholders pointed to existing models in Maryland that already demonstrate the promise of Early College. Prince George’s County’s 3D Scholars program, partnerships in Charles and St. Mary’s counties, and Dual Enrollment efforts at several community colleges were cited as successful examples. These programs have shown that students can complete significant college credit while in high school, sometimes culminating in associate degrees. Leaders noted that such programs have improved college enrollment rates, strengthened career pathways, and demonstrated feasibility in a variety of local contexts. While challenges remain, these proof points provide a foundation to build on rather than starting from scratch.

5. Concerns About Roles and Oversight

Many stakeholders underscored the importance of clarifying institutional roles. Community colleges, in particular, emphasized their long-standing role in Dual Enrollment and expressed interest in models that preserve it. Several stakeholders worried about duplication or competition if four-year universities take on functions that community colleges already provide. Many four-year institutions also shared that they were uninterested in a competitive marketplace for Dual Enrollment, preferring to complement existing programs where they could add value. Others raised a different concern: that system-level oversight might add layers of regulation, making existing programs harder to run.

6. Funding and Sustainability

In nearly every conversation, stakeholders raised concerns about how to fund large-scale implementation. Without a clear plan for sustainability and scalability, they cautioned, Early College could remain a patchwork of small pilots that never grow to reach meaningful numbers of students. While there was broad agreement that Maryland has taken important steps through the Blueprint and county-level investments, many emphasized that, given the current fiscal climate, the state may need to make hard choices about how to target existing funds, rather than expecting significant new resources.

7. Transfer and Articulation

Higher education leaders consistently noted that it is crucial for courses completed in Early College or Dual Enrollment programs to transfer smoothly across Maryland institutions. Several raised concerns about inconsistencies: similar courses being treated differently by campus, or associate degree holders needing extra semesters because of misaligned prerequisites. Some suggested solutions such as common course numbering, clearer pathways, or stronger enforcement of transfer agreements. Stakeholders agreed that without reliable transfer, students risk accumulating credits that do not advance them toward degrees, undermining the promise of Early College.

8. Equity Considerations

Equity concerns surfaced in multiple conversations, often in specific forms such as disparities in cost and quality across counties or differences in which students gain access to seats. While not raised by every stakeholder, these perspectives reflect a shared desire to ensure Early College expands opportunity.

Appendix C: Program Typology

While every Maryland district and community college offers some form of standard dual enrollment, which some counties call “Early College Access Programs,” an increasing number have developed more ambitious or structured models. These go beyond the typical “vanilla” version of dual enrollment, offering expanded supports, clearer degree pathways, or even fully integrated high school–college programs.

This appendix explores those non-standard dual enrollment models operating in Maryland. Its goal is not to list every program in the state, but to categorize the most common structural types beyond traditional part-time course-taking and to highlight representative examples of each. Figure 4 offers an overview of the types of programs Maryland offers.

Figure 4: Types of Maryland College-in-High-School Programs

Program Type	Description	Primary Location	Examples
Standalone Early Colleges	Dedicated high schools where the curriculum is built around a plan for earning both a high school diploma and an associate degree.	Standalone High School Campus	Bard Baltimore, Academy of Health Sciences at PGCC
Early College Cohorts Within High Schools	Early College Programs within larger high schools.	High School Campus	Chesapeake Math and IT Academy Early College, Woodlawn High School Early College
Early College Degree Programs	Students attend community college full-time in 11th and 12th grade, with the goal of earning an associate degree alongside their high school diploma.	Community College Campus or Online/Hybrid	Montgomery County Early College, College of Southern Maryland Early College Program
P-TECHs	Programs based at high schools that integrate high school, college, and an industry partner with a focus on career pathways and work-based learning.	High school Campus	Supply Chain Management at New Era Academy, Cybersecurity at Joppatowne HS, Health Sciences at Dunbar High School

Standalone Early College High Schools

Maryland has two standalone Early College High Schools: Bard in Baltimore and the Academy of Health Sciences at Prince George’s Community College. Both are wall-to-wall models where every student is on a pathway to earn both a high school diploma and significant numbers of college credits, up to an associate degree.

These schools stand out for three reasons. First, they offer clear degree pathways: students can graduate with 60+ transferable credits or an associate degree, not just scattered courses. Second, they have an explicit mission to expand opportunity: both enroll large shares of low-income students and students of color. Finally, they show positive results, with each posting high graduation and proficiency rates well above its county averages.

Bard Early College High School is a public school in Baltimore’s Longwood neighborhood run in partnership with Bard College, a New York-based private college that is a national leader in Early College with partnership campuses in New York and five other states. In addition to standard public funding, it receives a \$300,000 annual grant from the legislature.^[1] Unlike other selective-admissions schools in Baltimore, Bard ECHS does not screen applicants based on prior academic achievement, instead focusing on serving promising students with greater need. As such, more than half of its students enter ninth grade behind in at least one subject. Still, Bard’s students are more likely to enroll in college, enroll in four-year colleges, return for their second year, and graduate from college in five years than their citywide peers.^[2]

The Academy of Health Sciences (AHS), a magnet school on the campus of Prince George’s Community College, offers students pathways to careers in the health sciences or as teachers, and it has operated long enough for there to be some longitudinal outcomes data on its students. Although AHS serves students with similar economic backgrounds^[3] as the rest of the county,^[4] its graduates stand out: they enroll in college at roughly twice the countywide rate, complete a degree by age 25 at triple the countywide rate, and earn 27% more at age 25 than other degree earners countywide.

These standalone programs are designed to provide strong outcomes for underrepresented students. Yet together, Bard and AHS serve only hundreds of high schoolers in a state with nearly 900,000 public school students. These schools show what is possible, but do not yet operate at anywhere near the scale the Blueprint imagines.

Figure 5: AHS Outcomes compared to County and State Public School Students

	AHS	Prince George’s County Public School Students	Statewide Public School Students
% enrolling in college immediately, classes of 2015 to 2023 ^[5]	78.2%	39.5%	50.4%
% with a college degree by age 25, classes of 2016 and 2017 ^[6]	65.3%	21.5%	33.5%
Median salary of degree earners at age 25, class of 2016	\$65,272	\$51,340	\$55,252

Countywide Early College Degree Programs

Several Maryland counties have developed countywide Early College Degree Programs that allow students to earn up to 60 college credits or an associate degree through partnerships between local education agencies (LEAs) and community colleges. These programs go above the statewide baseline of two courses per semester established by the joint AIB and MSDE policy. While some districts offer Early College Degree programs free of charge, some districts ask students and families to bear part of the cost, though waivers are often available for economically disadvantaged students.

- Fully funded pathways: Calvert, Carroll, Charles, Howard, and Montgomery Counties operate degree programs in partnership with their local community colleges. In these counties, CCR-eligible students can complete up to an associate degree with tuition and fees covered by the district and college. Each of these counties ranks among the highest in Maryland in median household income.
- Partially funded pathways: Allegany, Cecil, and Frederick Counties offer Early College options that enable students to earn up to 60 credits but require families to pay for courses beyond the two-course baseline established under the Blueprint. Fee waivers or reductions are available for students who qualify for Free and Reduced Meals.
- No countywide pathway: Most other counties, including Anne Arundel, Baltimore, and Prince George's Counties and Baltimore City do not currently offer fully funded countywide Early College Degree Programs. Students may take additional courses individually, but these are not part of a coordinated, systemwide degree pathway.

Early College Cohorts

In addition to wall-to-wall Early College High Schools, several districts offer smaller Early College cohorts within existing high schools. These programs draw students from within the school or across the district, admitting them through a lottery or application process. Then, they offer students a structured pathway to significant college credit, up to 60 credits or an associate degree. As opposed to other countywide Early College programs, students in Early College Cohorts tend to start their program in 9th grade, taking courses at the comprehensive high school.

Cohort models offer several advantages. They can be established quickly without creating new schools. They foster a college-going culture within comprehensive high schools. And they often target students who might not otherwise take advanced coursework. At the same time, they are limited in scale, often serving a single classroom of students, and their outcomes are difficult to track since the state's reporting systems do not disaggregate the cohort's results from those of the broader school.

At Woodlawn High School in Baltimore County, students admitted as 8th graders pursue an Associate of Arts in General Studies from the Community College of Baltimore County (CCBC). They take honors-level and college-readiness courses in 9th and 10th grades before transitioning to college-level work on CCBC's campus in later years.^[7]

By contrast, Prince George's County offers career-focused cohorts through the Chesapeake Math and IT Academy. Across two charter campuses, select ninth graders can enroll in the Information Technology Early College Program^[8], where they graduate with a diploma, an Associate of Applied Science in IT from Prince George's Community College, and one or more embedded workforce certificates.^[9]

There are other examples of Early College cohorts across the state,^[10] but, as with the standalone Early College High Schools, these programs serve small groups of students.

Pathways in Technology Early College High Schools (P-TECHs)

Maryland has also invested in nine P-TECH schools, which blend high school, community college, and industry partnerships. Students commit to an up to six-year program that culminates in a diploma, an Associate of Applied Science degree, and industry-recognized credentials in fields like IT and health care. P-TECHs also receive \$750 in supplemental per-pupil funding each year from the state, which must be matched by LEAs, to support the program's extended length and workforce focus.^[11]

For students seeking direct entry into the workforce, P-TECHs offer a bridge to stable, well-paying jobs. At the same time, the A.A.S. degrees that P-TECHs award are traditionally terminal, career focused credentials. The credits earned in these programs often do not fully transfer into four-year degree programs.

Figure 6: P-TECH Design and Outcomes in MD (2024) ^[12]

School	LEA	Career Pathway	Total Enrolled	On Track for P-TECH Completion (HS + AAS) in 4 years	On track for P-Tech Completion (HS + AAS) in 6 years
Center for CTE	Allegany County	IT, Cybersecurity	81	21.00%	93.80%
Carver	Baltimore City	Cybersecurity, Info Systems	149	7.40%	62.40%
Digital Harbor	Baltimore City	Supply Chain	44	*	>95%
Dunbar	Baltimore City	Health Care	212	7.50%	29.20%
Dundalk	Baltimore County	Engineering	122	*	>95%
Owings Mills	Baltimore County	Advanced Manufacturing	89	51.70%	>95%
Joppatowne	Harford County	Cybersecurity, Info Systems	95	43.20%	>95%
Clarksburg	Montgomery County	IT	195	>95%	>95%
Frederick Douglas	Prince George's County	Health Information, Hospitality	201	>95%	>95%

* Data suppressed because they represent fewer than 10 students.

Appendix C Endnotes

- [1] <https://www.marylandpublicschools.org/about/Pages/OFPOS/GAC/BardHS/index26.aspx>
- [2] https://drive.google.com/file/d/1GZopqjp6zgpFQ_Das3pPVoTb9D3WRHf6/view?usp=drive_link
- [3] <https://reportcard.msde.maryland.gov/Graphs/#/Demographics/StudentPopulation/4/1/16/1350/2025>
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- [7] <https://www.bcps.org/cms/One.aspx?portalId=2828&pageId=72363882>
- [8] <https://www.pgcc.edu/programs-courses/programs-for-high-school-students/earlymiddle-college-programs/>
- [9] <https://www.pgcc.edu/programs-courses/program-finder/information-technology-aas/>
- [10] See also Montgomery County's MC2 programs and Coppin Academy's Early College Program, among others
- [11] https://marylandpublicschools.org/programs/Pages/ptech/P-TECH_Supplemental_Grants.aspx
- [12] <https://marylandpublicschools.org/programs/Pages/ptech/index.aspx>

SUMMARY OF ITEM FOR ACTION,
INFORMATION OR DISCUSSION

TOPIC: USM Policy Workgroup (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

SUMMARY: The Board Chair will introduce a USM Policy Workgroup. The USM Policy Workgroup is charged with conducting a comprehensive review of all Board of Regents policies.

ALTERNATIVE(S): No alternative suggested.

FISCAL IMPACT: There is no fiscal impact at this time.

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the board hold this discussion.

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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

TOPIC: Convening Closed Session (action)

COMMITTEE: Committee of the Whole

DATE OF MEETING: December 12, 2025

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

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

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

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

COMMITTEE ACTION:

DATE:

BOARD ACTION:

DATE:

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



STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: December 12, 2025
Time: Approximately 11:30 a.m.
Location: Coppin State University

STATUTORY AUTHORITY TO CLOSE A SESSION

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

- (1) To discuss:
- [X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
 - [X] (ii) Any other personnel matter that affects one or more specific individuals.
- (2) [X] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) [X] To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) [] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) [] To consider the investment of public funds.
- (6) [] To consider the marketing of public securities.
- (7) [X] To consult with counsel to obtain legal advice on a legal matter.
- (8) [] To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) [X] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) ☐ To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
- (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) ☐ To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) ☐ To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) ☒ To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) ☒ Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.
- (15) ☐ To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:
- (i) security assessments or deployments relating to information resources technology;
 - (ii) network security information, including information that is:
 - 1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;
 - 2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or
 - 3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or
 - (iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

☒ Administrative Matters

TOPICS TO BE DISCUSSED:

1. Consideration of two naming requests by one institution, to name two outside facilities after two individuals and/or company;

2. The awarding of contracts for serials subscription services and an advancement customer relationship management system;
3. Discussion regarding research funding and the development of proposed FY 2027 budget;
4. Update on the status of collective bargaining at USM institutions;
5. Information update regarding specific personnel contracts subject to review under BOR VII-10.0 Policy on Board of Regents Review of Certain Contracts and Employment Agreements;
6. Meetings with two presidents as part of their performance reviews;
7. Update on a USM presidential search;
8. Individual personnel matters at two institutions;
9. Discussions with legal counsel about implications of recent federal actions; and
10. Annual board officer elections.

REASON FOR CLOSING:

1. To maintain confidentiality of personal information concerning individuals who are proposing to have a building named after them at an institution (§3-305(b)(1)(i) and (2));
2. To maintain confidentiality of discussions of bid proposals prior to BOR approval and the awarding of new contracts (§3-305(b)(14));
3. To maintain confidentiality of embargoed proposed operating budget prior to the Governor's submission to the legislature (§3-305(b)(13))
4. To maintain confidentiality of a discussion of ongoing collective bargaining negotiations (§3-305(b)(9));
5. To maintain confidentiality of discussions regarding an individual personnel matter (§3-305(b)(1));
6. To maintain confidentiality of discussions in connection with employee performance reviews (§3-305(b)(1));
7. To maintain confidentiality and attorney-client privilege with respect to communications with, and advice from, legal counsel (§3-305(b)(7) and (8)); and
8. To handle administrative matters regarding board officer elections (§3-103(a)(1)(i)).