UNIVERSITY SENATE

AGENDA | SEPTEMBER 11, 2025

September 11, 2025 | 3:15PM –5:00PM | ZOOM

1. Call to Order

2. Approval of the May 7, 2025 Senate Meeting Minutes (Action)

3. Report of the Chair
   - Technical, Legal, and Clarifying Amendments
     - Deactivation of University of Maryland Procedures on Conflict of Interest and Conflict of Commitment II-3.10(B)
     - Updates to University of Maryland Procedures on Financial Conflicts of Interest in Public Health Service Funded Research, II-3.10(C)
     - Updates to University of Maryland Policy on Organizational Conflicts of Interest, II-3.10(F)
     - Technical and Legal Updates to the University of Maryland Code of Student Conduct, V-1.00(B)
     - Technical and Legal Updates to the Interim UMD Equal Employment Opportunity and Affirmative Action Statement of Policy, VI-1.00(A)
     - Technical Amendments to the Interim University of Maryland Non-Discrimination Policy and Procedures, VI-1.00(B)
     - Updates to University of Maryland Policy on Compliance with the Health Insurance Portability and Accountability Act, VI-24.00(A)
     - Updates to University of Maryland Policy on Institutional Conflicts of Interest, X-14.00(A)

4. EDI Report: Policy on Access for Individuals with Disabilities (Senate Document #24-25-09) (Information)

5. PCC: Proposal to Establish a Bachelor of Arts in Global Cultures and Thought (Senate Document #24-25-30) (Information)

6. Amendment to the University Senate Bylaws Regarding the Campus Liaison for the Council of University System Faculty (CUSF) (Senate Document #24-25-43) (Information)

7. Amendment to the University Senate Bylaws Regarding the Campus Liaison for the Council of University System Staff (CUSS) (Senate Document #24-25-44) (Information)

8. 2024-2025 University Senate Legislation Log (Senate Document #25-26-01) (Information)

9. PCC: Proposal to Establish a Doctorate of Information Science in Leadership and Community Engagement (Senate Document #24-25-35) (Action)

10. PCC: Proposal to Discontinue the Master of Fine Arts in Performance (Senate Document #25-26-03) (Action)

11. PCC: Proposal to Establish a Master of Science in Marketing (Senate Document #25-24-04) (Action)

12. PCC: Proposal to Establish a Post-Baccalaureate Certificate in Marketing (Senate Document #25-26-05) (Action)

13. Approval of the 2025-2026 Committee & Council Slates (Senate Document #25-26-02) (Action)

14. New Business

15. Adjournment

UNIVERSITY SENATE | MINUTES | MAY 7, 2025

3:15PM – 5:00PM | ZOOM | MEMBERS PRESENT: 160

CALL TO ORDER

Senate Chair Sly called the meeting to order at 3:28 p.m.

SPECIAL ORDER

Veronica Marin, University Senate Executive Secretary and Director
Orientation: Senators, Senate Meetings, and Shared Governance

Veronica Marin, Executive Secretary & Director, University Senate provided a presentation detailing the role of Senators, the operations of Senate meetings, and the University's principles of shared governance. Director Marin provided information on the role of the Senate and its purview. Director Marin also discussed Senate meeting etiquette, including use of the Zoom chat box, speaking during meetings, and introducing non-Senators to speak. Director Marin provided detailed information on voting during Senate meetings and how to log into Top Hat, the platform Senators will use to vote on Senate matters. Director Marin also discussed Senator-Constituency communication and how to handle media requests. Director Marin introduced the ELMS/Canvas course for Senators to complete, highlighting the Senator Resources and Training module, which is available to all Senators.

ELECTION OF THE SENATE CHAIR-ELECT (ACTION)

The Nominations Committee identified three candidates for Chair-Elect: Shannon Hayes-Buenaflor, Exempt Staff – Colleges, School of Engineering (ENGR), Wendy Stickle, Professional Track Faculty, College of Behavioral and Social Science (BSOS), and Patrick Wohlfarth, Tenured Faculty, College of Behavioral and Social Science (BSOS).

Nominations from the floor were solicited. No additional nominations were received.

Wendy Stickle was elected as Chair-Elect.

APPROVAL OF THE MINUTES, APRIL 24, 2025, MEETING

Chair Sly asked if there were any corrections to the minutes of the April 24, 2025, meeting.

Senator Keshavarz-Karamustafa, TTK, ARHU, asked for an amendment to page 12 of the minutes. Senator Keshavarz-Karamustafa expressed concern that the minutes incorrectly identified support for the entirety of Senator Herf's statement when there was only an agreement regarding scholarly specialties.

Chair Sly said the minutes would be amended and reminded the Senate that meeting minutes are a summary and not written verbatim.

Chair Sly asked for further amendments; hearing none, Chair Sly declared the minutes approved as amended.

The meeting minutes were amended on May 12, 2025 as follows (in blue):

Senator Keshavarz-Karamustafa, TTK, ARHU, expressed agreement with Senator Herf's comments regarding scholarly specialties but expressed shock at the way her discipline was characterized by Senator Herf. Keshavarz-Karamustafa asserted that Middle Eastern Studies has a fair and rigorous peer review process. Senator Keshavarz-Karamustafa shared their support with the statements and seconded Senator Cole's previous statements.

TRANSITION MEETING SLATE 2025-2026 (SENATE DOCUMENT #25-25-36) (ACTION)

Chair Sly stated that all Senators and Deans should have received the slates and statements for all the candidates running in the Transition Elections for the Senate's elected committees and councils with the meeting materials. Chair Sly stated that the committee and council elections will be held online immediately after the Senate meeting and provided instructions for online voting for the Transition Elections.

Nominations were taken from the floor for faculty, staff, and student representatives for the Senate Executive Committee (SEC), the Committee on Committees, the University Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC).

Senator Aute, PTK, ENGR, nominated Mikhail Anisimov, Emeriti Faculty, ENGR, as a candidate for the SEC.

Senator Nanai, Undergraduate Student, LTSC, nominated Professor Jeffrey Miller, BMGT as a candidate for CUSF.

ERG REPORT: REVISIONS TO THE PHILIP MERRILL COLLEGE OF JOURNALISM PLAN OF ORGANIZATION (SENATE DOCUMENT #24-25-22) (ACTION)

Chair Sly said Kim Gonzalez, Chair of the Elections, Representation, and Governance (ERG) Committee would present on the next item.

Gonzalez shared that the University Plan requires that all Colleges and Schools be governed by a Plan of Organization. These Plans must conform to provisions and principles set forth in the University's Plan, the Bylaws of the University Senate, the Policy on Shared Governance in the University System of Maryland, and best practices in shared governance. Revisions to these Plans must be reviewed and approved by the ERG Committee, the Senate, and the President.

The Philip Merrill College of Journalism (AGNR) submitted revisions to its Plan of Organization to the University Senate Office for review in October 2024.

Article 11 of the Plan of Organization for Shared Governance provides provisions for the review of College, School, and the Library Plans of Organization every ten years, with the College of Journalism's most recent review in 2013.

Gonzalez shared that the ERG Committee initially reviewed the Plan of Organization, as submitted, in October of 2024, where members noted that the revisions indicate the secretary to the College Assembly has changed to the Dean's Executive Assistant, when it was previously a non-voting member.

The committee also highlighted the democratic nature of the assembly, specifically allowing each individual at 50% or higher full-time employment (FTE) a vote.

Gonzalez explained that following the initial review, the committee examined the Best Practices Checklist and returned to the College six recommendations surrounding membership classifications, executive authority, frequency of meetings, elections, uniform practice, and executive committee and chair selection.

In February 2025, the College of Journalism returned an amended Plan with amendments or explanations when appropriate.

The ERG Committee reviewed the updated Plan of Organization in March 2025 at their meeting and did a final review. The consensus was in favor of approval and finalized by an email vote with unanimous approval.

The College Assembly finalized a vote on the Plan of Organization, including Appointment, Promotion and Tenure (APT) and Appointment, Evaluation, and Promotion portions on April 2, 2025. With the final College Approval there were technical changes made to the Plan, to bring the Plan of Organization into compliance with the AEP/APT portions. These included removing a duplicated sentence, rephrasing section V.G.1, and updating the table of contents page numbers.

The JOUR College Assembly approved the revised version of its Plan in a college vote concluding on April 2, 2025.

The Faculty Affairs Committee Working Group convened in April 2025 and reviewed the AEP/APT portions, as it pertains to faculty life. The Faculty Affairs Committee approved the AEP/APT portions of the Plan on April 18, 2025.

The ERG Committee approved the additional minor technical amendments via email vote on April 18, 2025.

The ERG Committee recommended the Senate vote to approve the Revisions to the Philip Merrill College of Journalism Plan of Organization (Senate Document #24-25-22).

Chair Sly opened the floor for discussion. Hearing none, Chair Sly called for a vote to approve the Revisions to the Philip Merrill College of Journalism Plan of Organization (Senate Document #24-25-22).

The result was 120 in favor, 3 opposed, and 15 abstentions. **The vote passed.**

REPORT OF THE OUTGOING CHAIR, JORDAN SLY

Chair Sly said that it was a tremendous honor to serve as Chair for the past year, noting that the Senate faced many crucial challenges and changes to the campus and critical issues to the future of higher education in this country. Chair Sly said that shared governance is a mutual philosophy, and those in the Senate believe in the future and excellence at this institution and are therefore lucky to serve alongside an administration that shares these values.

Chair Sly thanked the Senate Leadership Team, most notably Past Chair, Chris Jarzynski and Parliamentarian, Dan Falvey for their guidance.

Chair Sly thanked Senate Director, Veronica Marin for her vigilance, expertise, and patience in all matters of the University's mission and passion for shared governance. Chair Sly also extended thanks to the Senate Office staff for their dedication and hard work.

Finally, Chair Sly thanked the Senate and shared excitement in passing the gavel to Sarah Dammeyer, Chair-Elect. Chair Sly said that Dammeyer, who will lead the group with a keen eye towards equity and fairness and will expertly facilitate whatever new challenges the Senate faces.

REPORT OF THE INCOMING CHAIR, SARAH DAMMEYER

Chair Dammeyer expressed gratitude to Chair Sly for his leadership and noted that she looks forward to his continued counsel in the role of Past Chair. Chair Sly was presented with a plaque in recognition of his service.

Chair Dammeyer also shared that she is looking forward to working with Chair-Elect, Wendy Stickle.

Chair Dammeyer thanked Past-Chair, Chris Jarzynski for his work. Chair Dammeyer also acknowledged Dan Falvey's contributions and continued service as Parliamentarian.

Chair Dammeyer echoed the sentiments of Chair Sly and acknowledged the work of Veronica Marin and the Senate staff.

Chair Dammeyer extended thanks to all outgoing Senators and welcomed all incoming Senators. Chair Dammeyer highlighted the significance of the Senate's work and shared that the University Senate is one of the most robust and inclusive among its Big 10 peers, and the engagement of Senators allows for the effective functioning of the Senate.

Chair Dammeyer acknowledged University administration for their continued support of shared governance and partnership with the Senate body, Senate office and Senate leadership. Chair Dammeyer concluded by expressing excitement for the coming year, which she noted, like every year, will present unforeseen challenges for the Senate to navigate.

Chair Dammeyer proceeded to share the Senate meeting schedule for the 2025-2026 academic year. The schedule attempts to balance meetings between the Wednesday schedule and the Tuesday/Thursday schedule to accommodate Senators who might have class conflicts. Senate meetings will continue to be held from 3:15 p.m. to 5:00 p.m. All meetings will be conducted via Zoom, except for the State of the Campus Address, which will be held in person with a virtual option available for those who require it.

NEW BUSINESS

Chair Dammeyer opened the floor for New Business.

Senator Wien, TTK, ARHU, asked for permission to read a statement into the Senate record in response to a statement that was made at the April 24, 2025, meeting. Chair Dammeyer granted permission and said there will be no discussion following the reading. The statement is shared below:

We, Professor Fatemeh Keshavarz-Karamustafa and Professor Peter Wien, would like to submit the following statement for the Senate record in response to remarks that were made in the previous Senate meeting on April 24, 2025, about the state of peer review in the field of Middle

East Studies. We represent this field on campus along with a considerable number of other TTK and PTK faculty members. It was said that "the peer review process in Middle East studies has broken down and does not produce non-partisan, objective scholarship" (Minutes). We consider this statement an attack on our academic integrity and on the principles of academic freedom. The attack displays a deep disregard for the research that the field produces and that adheres to the highest standards in the Humanities and Social Sciences.

Middle East Studies is an interdisciplinary field and not a single discipline with its own methodology. Scholars and students in Middle East Studies are at the same time meticulously trained specialists in specific disciplines with their respective skills and methodologies, such as languages and literary studies, history, political science, anthropology, and many more. Middle East Scholars publish in a wide variety of peer reviewed, highly specialized journals in these disciplines, and with a wide range of academic publishers. The articles and manuscripts that are submitted to the journals and publishing houses are peer reviewed by the same, highly qualified specialists in their specific research disciplines. The standards are the same as anywhere else. There is only a handful of field-specific Middle East Studies journals, and their peer review processes follow the same, discipline-specific lines. Whoever has published in any of these journals, or has peer reviewed for them, knows the rigor of the process that is in no way inferior to that of any other scholarly journal. Whoever claims the opposite does so without insight and displays an irresponsible lack of diligence in forming judgments. We call on our colleagues in the senate to apply care and circumspection when they decide how to use this public forum, and to refrain from what amounts to slanderous remarks.

Chair Dammeyer asked for additional New Business. Hearing none, Chair Dammeyer wished everyone a great summer and adjourned the meeting.

ADJOURNMENT

The meeting was adjourned at 4:29 PM.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: May 31, 2025

Deactivation to the University of Maryland Procedures on Conflicts of Interest and Conflict of Commitment (II-3.10(B))

NAME/TITLE			
EMAIL		PHONE	
UNIT	VPR & Office of the President	CONSTITUENCY	Administration

OVERVIEW

The Office of the President informed Senate Leadership that the President, in collaboration with the Vice President for Research, approved the deactivation of the University of Maryland Procedures on Conflict of Interest and Conflict of Commitment (II-3.10(B)). This deactivation is in compliance with the existing University of Maryland Policy on Conflict of Interest and Conflict of Commitment, II-3.10(A).

The policy was updated to ensure full compliance with federal expectations and mitigate risks of technology misappropriation and undue influence in the U.S. research and development enterprise.

DESCRIPTION OF CHANGE

The University is required to update and maintain its policies and procedures to remain compliant with federal law, as well as to maintain and continue to receive federal funding from federal agencies.

The policy should be deactivated to continue the ensure that the University is taking necessary steps to comply with federal and state requirements.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

A redlined version of the changes is included.

ADDITIONAL INFORMATION

Additional information regarding Disclosure and Conflict Management Guidelines can be found online at https://research.umd.edu/resources/research-compliance/conflicts-interest-coi/coi-policies-and-procedures .

II-3.10(B) UNIVERSITY OF MARYLAND PROCEDURES ON CONFLICT OF INTEREST AND CONFLICT OF COMMITMENT

(Approved by the President May 20, 2003; Amended and approved on an interim basis by the President February 4, 2021, pending University Senate Action)

I. Purpose

These procedures implement the Board of Regents (BOR) Policy on Professional Commitment of Faculty (II-3.10), the Board of Regents Policy on Conflicts of Interest in Research or Development (III-1.11); the University of Maryland Policy on Conflict of Interest and Conflict of Commitment (II-3.10[A]); and the University of Maryland Policy and Procedures on Financial Conflicts of Interest in Public Health Funded Research (II-3.10[C]). These procedures outline the mechanisms by which the University will manage the process of identifying, assessing, and responding to potential conflicts of interest or commitment, consistent with State Ethics Law[1] and University policies. They are intended to guide officers and other Employees at the University of Maryland, College Park ("University") in reviewing and managing the disclosure and resolution of conflicts of interest and commitment – real, apparent, or potential.

Neither these procedures, nor the law and Board of Regents' policies under which they have been adopted, exempt any University official or employee from any provision of State Ethics Law, except as specifically provided. Approvals granted under these procedures do not affect the application of other University and BOR policies or the obligation to adhere to other provisions of State Ethics Law.

These procedures do not apply to relationships of the President, Vice Presidents, or similar official designated by the Board of Regents. Such relationships must be approved by the Board of Regents in accordance with its Policy on Conflicts of Interest in Research or Development.

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[1] Among other things, State Ethics Law generally prohibits University Employees from having financial interests in or employment relationships (including consulting) with entities under the authority of the University or entities that have or are negotiating contracts or subcontracts with the University. Other employment relationships (including consulting) prohibited under State Ethics Law include those which would impair the impartiality or independent judgment of the Employee and those involving an entity which is a party to a State contract (greater than $1000) if the Employee's duties include matters which substantially relate to the subject matter of the contract. State Ethics Law also prohibits State Employees from: participating in matters in which they (or certain family members or business entities) have an interest; soliciting and accepting gifts, including payment of travel and lodging expenses; using the prestige of their office or confidential information for private gain; and representing parties in State matters for contingent compensation. The conflict of interest provisions of Maryland State Ethics Law are codified in Maryland Code Annotated, General Provisions Article, Title 5, as amended from time to time. (To find this online, go to http://www.lexisnexis.com/hottopics/mdcode/.).

II. Definitions

A. Unit Head. The term "Unit Head" typically means the chair or director in an academic department, or a similar official in a non-academic unit, unless a different individual is designated by proper authority.

B. Relationship. The term "Relationship" includes any interest, activity, service, employment, gift, or other benefit or relationship with an individual or entity not part of State government that would be prohibited by State Ethics Law if not disclosed and approved pursuant to UMD and Board of Regents policy and these procedures. An interest or relationship of the spouse or other relative (e.g., parent, child, or sibling) of an officer or Employee is included if it would create restrictions on the officer or Employee under the conflict of interest provisions of State Ethics Law.

C. Research or Development. The term "Research or Development" means basic or applied research or development, and includes the development or marketing of University-owned technology, the acquisition of services of an official or Employee by an entity for research and development purposes, or participation in State economic development programs.

D. Employee. The term "Employee" means all University personnel, including faculty, staff, and graduate research assistants except for the President, Vice Presidents, or similar officials designated by the Board of Regents.

E. Significant University Resources. The term "Significant University Resources" means gifts received by the University or an affiliated foundation or corporation, funds received by the University or an affiliated foundation or corporation under a contract or grant, direct or indirect support from other funds administered by the University or an affiliated foundation or corporation, assistance of Personnel or Students from outside one's home department or unit, assistance of Personnel or Students in one's home department or unit or specialists (e.g., graphic designers, instructional designers, multimedia and other specialists) beyond the level of support that is generally provided to Personnel in one's home department or unit. In general, salary, office space, use of University Libraries, personal computers and facsimile machines that are customarily provided campus wide or are typically made available to all Personnel in one's home department will not qualify as Significant University Resources.

III. Disclosure Procedures

University Employees are required to disclose outside activities and potential conflicts of interest or commitment through three means, as expressed in the University's Conflict of Interest and Conflict of Commitment Policy.

First, Employees must timely disclose in writing to their Unit Heads any professional activities they intend to undertake outside the University or outside the unit; disclosure is required whenever there is the potential for a conflict or the perception of a conflict. This disclosure

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should be made before participating in the outside activity. This mechanism provides an opportunity to protect both the University and the Employee from adverse consequences that conflicts of interest or commitment can produce.

Second, Employees who are faculty or exempt staff must complete an Annual Report on Outside Professional Activities ("OPA"), which provides appropriate context in which the Unit Head can evaluate individual conflict issues and from which the University can gauge broader trends.

Third, during the proposal process for sponsored research grants and contracts, the Principal Investigator, Co-Investigator, or senior personnel (if required by sponsor) must certify that no conflicts exist in the routing certification process and/or disclose required information about commitments or conflicts and certify the proposal contents, as required by the sponsor, in sponsored research proposals.

The following sections describe how the University will resolve any concerns related to conflicts of interest or commitment; note that the procedures for conflicts of commitment are different than the procedures for conflicts of interest and may vary based on different types of conflicts.

IV. Resolving Conflicts of Commitment

Questions about potential conflicts of commitment (not conflicts of interest) will normally be resolved at the level of the Unit Head, who is best prepared to judge whether the outside activity may jeopardize the Employee's ability to perform their University responsibilities. If the Unit Head is unable to resolve the conflict, the Unit Head should elevate the question to the next higher level of supervision for resolution.

V. Mitigating Conflicts of Interest

A. Initial Determination by Unit Head

Based upon an Employee's written disclosure to the Unit Head of an intended outside professional activity or other possible conflicts of interest, the Unit Head typically will determine whether there are any concerns about possible conflicts of interest. If neither the Unit Head nor the Employee identify potential, real or apparent conflicts of interest, the Employee may not need to take further action. If the existence of a potential, real, or apparent conflict of interest is uncertain, Employees and Unit Heads may consult informally with appropriate administrators (e.g., the Conflicts of Interest (COI) Administrator, the Chair of the COI Committee, and/or the Office of General Counsel). Whenever there is reason to believe an activity, Relationship, or other situation may involve potential, real, or apparent conflicts of interest, the University must take appropriate action to resolve such conflicts, in accordance with the procedures below.

B. Resolving Conflicts of Interest Not Involving Research or Development

When a conflict of interest not involving Research or Development arises (e.g., having a financial interest in a business supply company that provides goods to the University), University policies and procedures do not apply, and the Employee must consult with the State Ethics Commission. The State Ethics Commission has the sole authority to interpret State Ethics Law outside of the Research and Development exception. At the request of

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the Unit Head or State Ethics Commission, the Employee's consulting work or other activities may be suspended pending an opinion from the State Ethics Commission. Employees or a Unit Head may seek guidance about consulting with the State Ethics Commission from the University's Office of General Counsel.

C. Resolving Conflicts of Interest Involving Research or Development

1. Activities Related to Research or Development

In recognition of the University's role in promoting economic and technological development in the State, the Maryland General Assembly has authorized the University (under State law and BOR policy) to consider and approve certain Research or Development activities, notwithstanding State Ethics Law conflict of interest constraints.

Thus, certain Relationships that would otherwise violate conflict of interest provisions of State Ethics Law (and/or University policies) may be permitted under certain circumstances.[2] First, the Relationships must involve entities engaged in, or having an interest in the outcome of, Research or Development. Second, they must have been disclosed in writing, reviewed, and approved in accordance with University policy and the following procedures.

2. Conflict of Interest Form

If the Unit Head, the potentially-conflicted Employee, or another University Employee expresses a concern, or if there is reason to believe that an activity, Relationship, or other situation may involve or appear to involve a conflict of interest in Research or Development, the potentially-conflicted individual(s) involved must submit a Conflict of Interest Disclosure Form (https://research.umd.edu/sites/default/files/documents/coi/COI%20Disclosure%20Form%20101519_0.docx). Additional information regarding the form and conflicts of interest can be found at https://research.umd.edu/coi. The Employee must submit a complete, signed disclosure form to the Unit Head and then to the Dean of the College/School, who each review and sign the form before forwarding to the President's Advisory Committee on Conflict of Interest ("COI Committee"), a group composed of University faculty and administrators that report to the Vice President for Research.

Please note that submitting a disclosure form is in the best interests of the Employee concerned, as well as the University. In an era of increasing levels of outside professional activity and interaction with non-University entities, complicated situations can arise with regard to possible conflicts of interest. In some cases, review

[2] The State Ethics Law that exempts institutions of higher education from certain conflict of interest provisions is codified at §15-523 of the State Government Article of the Annotated Code of Maryland. Maryland Code Annotated, General Provisions Article, § 5-525(e). (To find this online, go to http://www.lexisnexis.com/hottopics/mdcode/.)

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of a disclosure form by the Conflict of Interest Committee may serve to guide and protect the Employee while they pursue outside interactions and Relationships.

If an activity or Relationship has been approved by the University's Conflict of Interest Committee, the Employee must timely submit a follow-up report whenever circumstances concerning the activity or Relationship change in a manner that impacts the earlier disclosure. The University will request annual confirmation of any activity or Relationship that remains in place from year to year.

3. Review

a. General Background

After the disclosure form is submitted, the COI review and evaluation process may require additional involvement of the Employee(s) whose activities are being assessed. The Employee may be asked to provide further information to clarify the situation or may be asked to assist the University in exploring avenues to manage the conflict.

The COI evaluation process culminates in a written recommendation from the COI Committee, which may determine that (1) no conflict exists, (2) a conflict exists but can be managed via a proscribed management plan, or (3) a conflict exists and cannot be managed. The final approval of a waiver is made by the President. Copies of approvals and supporting documentation are forwarded by the University to the State Ethics Commission.

Because the University expects its Employees to disclosure new outside professional activity or Relationship before commencing the activity, it is important that the disclosure be made in a timely fashion to allow sufficient time for consideration by the Unit Head and, if necessary, the COI Committee and the President. The University also expects the Unit Head and the COI Committee to provide timely feedback and action so as not unreasonably delay action by the Employee in pursuing the new outside activity.

b. Unit Heads

Unit heads are responsible for conducting the initial review of the disclosure forms submitted by Employees within their unit. As part of that initial review, a Unit Head should review the proposed conflict management plan, which should include any mechanisms that the Unit Head deemed appropriate for managing, reducing, or eliminating potential, real, or apparent conflicts of interest.

The Unit Head shall sign and forward the disclosure form and proposed management plan to the appropriate dean for review and signature and then to the Conflict of Interest Administrator (COI Administrator). The COI Administrator is appointed by the Vice President for Research.

c. President's Advisory Committee on Conflict of Interest

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The COI Administrator or their designee shall forward the disclosure documents for consideration to the COI Committee. The COI Committee shall have at least nine voting members: seven faculty members appointed by the President, one of whom shall be appointed by the President to Chair the COI Committee; the Director of UM Ventures, College Park, and the Director, Office of Research Administration. Additional members may include individuals with relevant expertise affiliated or unaffiliated with the University.

The COI Committee may require the disclosing Employee to provide further information, and the COI Committee is encouraged to seek information, advice and input from appropriate University personnel, including Unit Heads, deans, the University Office of General Counsel, and the conflicted or potentially conflicted Employee(s). The COI Committee may also consult, as appropriate, with the Maryland Department of Business and Economic Development and with federal agencies that have imposed regulatory requirements on federally funded research as well as with individuals unaffiliated with the University.

4. Recommendation by the COI Committee

The COI Committee shall review the disclosure form and accompanying documents and recommend to the President whether the University should approve the disclosed Relationship. The COI Committee may not recommend approval of any Relationship that would:

- give improper advantage to the outside entity with whom the Employee has a Relationship;
- lead to misuse of University students or Employees for the benefit of such outside entities;
- otherwise interfere with the University duties and responsibilities of the Employee maintaining a Relationship with the outside entity;
- be so influential as to impair impartiality in conducting research, interpreting research results, or determining research or other professional and employment priorities;
- present an unmanageable or otherwise unacceptable conflict of interest or the appearance of an unmanageable or otherwise unacceptable conflict of interest; or
- otherwise violate state or federal laws, regulations, policies, or procedures, or create a situation that is not in the best interests of the University.

A recommendation for approval indicates the COI Committee's conclusion that any conflict or potential conflict is manageable, in accordance with these procedures and any approved management plan. A decision not to recommend approval indicates the Committee's conclusion that a conflict of interest exists that cannot be properly managed, and that the Employee should refrain from participating in the activity or Relationship.

The COI Committee's recommendations shall be forwarded through the Vice President for Research to the President.

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5. Final Action by the President

The President shall review the recommendations of the COI Committee and make a written determination. Approval may be subject to such conditions or restrictions as the President requires. The President's determination is final.

Notice of the President's decision will be provided in writing to the Employee(s), Unit Heads and deans or similar officials involved. Among other things, any notice of approval should inform Employees of their continuing obligations to:

- comply with any approved management plan;
- ensure that their activities, statements, evaluations, recommendations, and judgments do not improperly give advantage to an outside entity;
- ensure that unauthorized statistics, documents, reports, comparison information, and other data are not disclosed that would improperly give advantage to an outside entity;
- be aware that legal restrictions regarding misusing their position for personal gain or gain of another, soliciting or accepting improper gifts, and representing a party before the Board of Regents or the Board of Public Works, or other State or local agency for a contingent fee, continue to apply, notwithstanding any approval under these procedures; and
- continue to adhere to all University policies and procedures, including those concerning conflicts of commitment and professional commitment of faculty.

The President may withdraw approval if an employee misrepresented the nature of a Relationship, activity, interest in an entity, or other situation, or fails to comply with any management plan or any other conditions or restrictions on approval, or if circumstances change in such a way as to create an unacceptable conflict of interest or a violation of University policy or applicable legal requirements.

6. External Reporting Procedures and Record Retention

The COI Administrator shall submit quarterly reports of all approvals granted under these procedures to the Chancellor of the University System of Maryland. The COI Administrator shall assist the University System, as requested, in providing supplemental information or developing additional reports or analyses needed for compliance with the reporting requirements of State Ethics Law.

Upon completion of the process, the University shall file with the State Ethics Commission copies of all disclosure forms submitted in connection with Research and Development Relationships. The University, through the COI Administrator, will develop and maintain a file, available for public review, that will contain all such approved Relationships with applicable disclosure forms.

The COI Administrator is responsible for providing written notice, as appropriate, to the awarding agency in those cases involving sponsored projects. Information regarding all conflicts of interest identified by UMD will be made available to sponsors upon request, as required by agency regulations or other sponsor

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requirements. Conflicts that cannot be satisfactorily resolved must be disclosed to as required by agency regulations. In the case of Public Health Service ("PHS") awards, or any awards where the agency so requires, the University must give notice to the agency for all conflicts of interest.

The COI Administrator will maintain records of all conflicts of interest disclosures and of all actions taken to resolve actual or potential conflicts of interest at least three (3) years after termination or completion of the sponsored project or after resolution of any government action involving those records or as required by applicable state and federal regulations whichever is longer.

VI. Effect of Non-Compliance

A. In General

Non-compliance with the University's Conflict of Interest and Conflict of Commitment policy or these procedures may be a violation of State Ethics Law and may result in disciplinary action and/or other sanctions in accordance with University policies, State Ethics Law, or other applicable State or federal laws and regulations.

Failure to properly disclose outside professional activities when required on sponsored research proposals funded by the U.S. government could also result in a violation of U.S. federal law.

B. Additional Considerations for Conflicts of Interest in Research or Development

All identified conflicts of interest must be satisfactorily managed, reduced or eliminated prior to the University's expenditure of any funds under an award for any sponsored project. In addition to disciplinary action and/or other sanctions, non-compliance with the conflicts of interest policy or these procedures may result in the suspension or termination of a sponsored project. Non-compliance could also result in restrictions on Employees with respect to future proposal submissions.

Non-compliance, or questions and/or concerns about possible non-compliance, in connection with any conflict of interest in research or development should be reported in writing to the Associate Vice President for Research Administration, who will review the report and confer with other University personnel, including the Chair of the COI Committee, as needed, to determine whether further action is warranted including, but not limited to, referring the matter to a Compliance Subcommittee of the COI Committee (consisting of the Chair and two designees of the Chair) and/or invoking other University policies and procedures and implementing sponsor requirements, as appropriate.

If the failure of an investigator to comply with conflict of interest policies or procedures has biased the design, conduct, or reporting of funded research, the University must promptly notify the sponsoring agency of the corrective action taken or to be taken. The sponsoring agency will consider the situation and may take further action, which may include directions to the University on how to maintain appropriate objectivity in the funded project.

Deactivated

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: May 31, 2025

Technical & Legal Updates to the University of Maryland Procedures on Financial Conflicts of Interest in Public Health Service Funded Research (II-3.10(C))

NAME/TITLE			
EMAIL		PHONE	
UNIT	VPR & Office of the President	CONSTITUENCY	Administration

OVERVIEW

The Office of the President informed Senate Leadership that the President, in collaboration with the Vice President for Research would be approving on an interim basis, pending Senate review technical and legal amendments to University of Maryland Procedures on Financial Conflicts of Interest in Public Health Service Funded Research (II-3.10(C)). UMD policies and processes, including II-3.10(C), have been updated to ensure full compliance with federal expectation and mitigate risks of technology misappropriate and undue influence in the U.S. research and development enterprise.

DESCRIPTION OF CHANGE

The University is required to update and maintain its policies and procedures to remain compliant with federal law, as well as to maintain and continue to receive federal funding from federal agencies.

Technical updates have been made to the University's policies on financial conflicts of interest, organizational conflicts of interest, and institutional conflicts of interest, to align them with the new COI/COC Policy and inTERP process.

The University Senate should review these technical changes, including the applied use of FCOI abbreviations, and consistent capitalizations of words like "Disclosure" and "the University", to ensure that the University is taking necessary steps to comply with federal and state requirements.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

A redlined version of the technical changes are included.

ADDITIONAL INFORMATION

These updates are important given that the U.S. Department of Justice announced it would increase its use of the federal False Claims Act to ensure compliance with various obligations.

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

II-3.10(C) UNIVERSITY OF MARYLAND PROCEDURES ON FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE FUNDED RESEARCH

(Approved by the President, August 24, 2012, **Technical and legal amendments May 22, 2025**)

I. Purpose

The University of Maryland~~, College Park ("UMCP")~~ **("the University")** adopts **the University of Maryland Procedures on Financial Conflicts of Interest in Public Health Service Funded Research ("**this Policy**")** ~~and Procedures~~ as required to implement and to comply with U.S. Public Health Service ("PHS") regulations on Responsibility of Applicants for Promoting Objectivity in Research for which PHS Funding is Sought (42 C.F.R. Part 50, Subpart F) and Responsible Prospective Contractors (45 C.F.R. Part 94). The purpose of this Policy is to comply with PHS regulatory requirements and their goal of promoting objectivity in PHS Funded Research by establishing standards that provide a reasonable expectation that the design, conduct, and reporting of ~~r~~**R**esearch funded under PHS grants, cooperative agreements and contracts will be free from bias resulting from Investigators' Financial Conflicts of Interest **(FCOIs)**.

II. Definitions ~~Applicability~~

A. "COI Administrator"~~:~~ means the individual ~~UMCP's Conflict of Interest Compliance Administrator, as~~ **appointed** ~~from time to time~~ **by the University's Vice President for Research** ~~and Chief Research Officer, in accordance with UMCP's Procedures on Conflict of Interest and Conflict of Commitment~~ **to support the implementation of the University's COI/COC Policy and to oversee the work of the Disclosure Office and COI Committee.**

B. "COI Committee"~~:~~ means ~~The President's~~ **the** ~~A~~**advisory** ~~C~~**committee** ~~on Conflicts of Interest, as~~ **appointed** ~~from time to time~~ **by the** ~~University's~~ **President of the University, in accordance with** ~~UMCP'sProcedures on Conflict of Interest and Conflict of Commitment~~ **the University's COI/COC Policy and based on the authority granted by the Maryland State Ethics Commission (SEC) regarding conflicts associated with Research or development.**

C. "COI Official"~~:~~ means ~~UMCP's~~ **the University's Vice President for Research** ~~and Chief Research Officer~~**.**

D. "Financial Conflict ~~O~~**of Interest (**~~"~~**FCOI**~~"~~**)"~~:~~ means a**~~A~~ **Significant Financial Interest that affects, or could appear to** ~~directly and significantly~~ **affect, the design, conduct, or reporting of** ~~PHS Funded~~ **Research.**

E. **"Disclosure(s)" means information that is required to be provided on all outside professional activities, external relationships, and/or Significant Financial Interests.**

F. **"Institutional Responsibilities"~~:~~ means ~~A~~an Investigator's ~~professional~~ primary duties and responsibilities ~~on behalf of UMCP including, without limitation, research, education, administrative, and/or service responsibilities, and which may include for example such activities as research, research consultation, teaching, professional practice, committee memberships, and service on panels such as the Institutional Review Board, Institutional Animal Care and Use Committee, or data and safety monitoring board or committee~~ at the University, as defined in their contract job duties, offer letter, or other comparable documentation.**

G. **"Investigator"~~:~~ means ~~T~~the project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of PHS Funded Research, or proposed for such funding, which may include, for example, collaborators or consultants.**

H. ~~Manage: Taking action to address a Financial Conflict of Interest, which may include reducing or eliminating the Financial Conflict of Interest, to ensure to the extent possible that the design, conduct, and reporting of PHS Funded Research will be free from bias.~~ **"Management Plan"~~:~~ means ~~A~~a written plan ~~to Manage a Financial Conflict of Interest~~ provided by the University that describes how a conflict or potential conflict will be managed.**

I. **"PHS Funded Research"~~:~~ means ~~A~~any Research ~~which~~ that is funded by PHS, including any PHS Unit.**

J. **"PHS Regulations"~~:~~ means PHS regulations promoting objectivity in ~~r~~Research (set forth at 42 CFR §50.601 et seq. and 45 CFR §94.1 et seq.), as they may be amended, supplemented, or replaced from time to time, and any other similar PHS regulations that may be promulgated.**

K. **"PHS Unit"~~:~~ means ~~T~~the organizational unit of the PHS that funds PHS Funded Research. PHS Units are the agencies within the Department of Health and Human Services (HHS) designated as components of PHS, as may be changed from time to time, including: (1) the Agency for Healthcare Research and Quality (AHRQ), (2) the Agency for Toxic Substances and Disease Registry (ATSDR), (3) the Centers for Disease Control and Prevention (CDC), (4) the Food and Drug Administration (FDA), (5) the Health Resources and Services Administration (HRSA), (6) the Indian Health Service (IHS), (7) the National Institutes of Health (NIH), (8) the Substance Abuse and Mental Health Services Administration (SAMHSA), and the Office of the Inspector General (OIG).**

L. **"Research"~~:~~ means ~~A~~a systematic investigation, study, or experiment designed to develop or contribute to generalizable knowledge relating broadly to public health,**

including behavioral and social-sciences ~~r~~Research. The term encompasses basic and applied research (e.g., a published article, book, or book chapter), and product development (e.g., a diagnostic test or drug). The term includes any such activity for which ~~r~~Research funding is available from a PHS Unit through a grant, cooperative agreement, or contract, whether authorized under the Public Health Service Act (42 U.S.C. §201 et seq.) or other statutory authority, including without limitation a ~~r~~Research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or ~~r~~Research resources award.

M. "Senior/Key Personnel"~~: This term~~ includes the project director or principal ~~i~~Investigator and any other personnel considered to be essential to work performance in accordance with 48 CFR §352.242–70, and identified as key personnel in the sponsored project proposal and award.

N. "Significant Financial Interest":
   1. One or more of the following financial interests (i.e., anything of monetary value, whether or not the value is readily ascertainable) of an Investigator ~~(~~and those of the Investigator's spouse and dependent children~~)~~ that reasonably appears to be related to the Investigator's Institutional Responsibilities:
      a. Remuneration of any value from any entity during the twelve (12) months preceding the ~~d~~Disclosure, including without limitation salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship);
      b. Any equity interest in any entity ~~(~~including any stock, stock option, or other ownership interest~~)~~;
      c. Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests;
      d. An asset in a blind trust, if (i) the Investigator is aware that the asset is in the trust, or (ii) if the trust is not managed by an independent fiduciary; or
      e. Any reimbursed or sponsored travel (i.e., that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available);

   2. The term "Significant Financial Interest" does not include the following:
      a. Salary, royalties, or other remuneration paid by ~~UMCP~~ the University to the Investigator if the Investigator is currently employed or otherwise appointed by ~~UMCP~~ the University, including intellectual property rights assigned to ~~UMCP~~ the University and agreements to share in royalties related to such rights;
      b. Income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;
      c. An asset in a blind trust, but only if (i) the asset is not known to the Investigator (e.g., it was purchased by the trust with proceeds from assets

originally placed in the trust), and (ii) the trust is managed by an independent fiduciary;

d. Income from seminars, lectures, or teaching engagements sponsored by: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education;

e. Income from service on advisory committees or review panels of: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education; or

f. Travel that is reimbursed or sponsored by: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education.

O. "Unit" means a department, center, institute, division, or non-departmentalized College or School.

P. **"Unit Head"~~:~~ means ~~The chair or director in an academic department~~ the administrator(s) responsible for a Unit and the individual(s) to whom a University Employee reports. A Unit Head may be a Director, Department Chair, Dean, Vice President, or a similar official in a non-academic ~~u~~Unit~~, unless a different individual is designated by proper authority~~.**

~~A. This Policy applies to any application for or receipt of research funding from PHS, including without limitation the National Institutes of Health ("NIH"), whether such funding is by means of a grant, cooperative agreement, or contract. However, this Policy shall only apply to PHS Funded Research with an issue date of the Notice of Award on or after August 24, 2012.~~

~~B. This Policy applies to each Investigator of PHS Funded Research.~~

~~C. Any Investigator conducting PHS Funded Research is also subject to: (a) USM Board of Regents Policy on Conflicts of Interest in Research and Development (III-11.1) and (b) UMCP Policy and Procedures on Conflict of Interest and Conflict of Commitment (II-3.10(A) and (B), respectively).~~

~~D. Notwithstanding anything contained herein, this Policy does not apply to any Small Business Innovation Research Program ("SBIR") or Small Business Technology Transfer ("STTR") Program Phase I applications.~~

III. Applicability ~~Definitions~~

A. This Policy applies to any application for or receipt of ~~r~~Research funding from PHS, including without limitation the National Institutes of Health ("NIH"), whether such funding is by means of a grant, cooperative agreement, or contract. However, this Policy shall only apply to PHS Funded Research with an issue date of the Notice of Award on or after August 24, 2012.

B. This Policy applies to each Investigator of PHS Funded Research.

C. Any Investigator conducting PHS Funded Research is also subject to:

1. ~~(a)~~ **The University System of Maryland (USM)** ~~Board of Regents~~ **Policy on Conflicts of Interest in Research or** ~~and~~ **Development** ~~(III-11.1)~~ **(III-1.11);** ~~and~~
2. ~~(b) UMCP~~ **The University of Maryland Policy** ~~and Procedures~~ **on Conflict of Interest and Conflict of Commitment (II-3.10(A)("the COI/COC Policy")** ~~**and (B), respectively**~~**.; and**
3. **The University's Disclosure and Conflict Management Guidelines.**

D. Notwithstanding anything contained herein, this Policy does not apply to any Small Business Innovation Research Program ("SBIR") or Small Business Technology Transfer ("STTR") Program Phase I applications.

~~A. **COI Administrator:** UMCP's Conflict of Interest Compliance Administrator, as appointed from time to time by the University's Vice President for Research and Chief Research Officer, in accordance with UMCP's Procedures on Conflict of Interest and Conflict of Commitment.~~

~~B. **COI Committee**: The President's Advisory Committee on Conflicts of Interest, as appointed from time to time by the University's President, in accordance with UMCP's Procedures on Conflict of Interest and Conflict of Commitment.~~

~~C. **COI Official:** UMCP's Vice President for Research and Chief Research Officer.~~

~~D. **Financial Conflict Of Interest ("FCOI")**: A Significant Financial Interest that could directly and significantly affect the design, conduct, or reporting of PHS Funded Research.~~

~~E. **Institutional Responsibilities:** An Investigator's professional responsibilities on behalf of UMCP including, without limitation, research, education, administrative, and/or service responsibilities, and which may include for example such activities as research, research consultation, teaching, professional practice, committee memberships, and service on panels such as the Institutional Review Board, Institutional Animal Care and Use Committee, or data and safety monitoring board or committee.~~

~~F. **Investigator:** The project director or principal investigator and any other person, regardless of title or position, who is responsible for the design, conduct, or reporting of PHS Funded Research, or proposed for such funding, which may include, for example, collaborators or consultants.~~

~~G. **Manage:** Taking action to address a Financial Conflict of Interest, which may include reducing or eliminating the Financial Conflict of Interest, to ensure to the extent possible that the design, conduct, and reporting of PHS Funded Research will be free from bias.~~

~~H. **Management Plan:** A plan to Manage a Financial Conflict of Interest.~~

I. **PHS Funded Research:** Any Research which is funded by PHS, including any PHS Unit.

J. **PHS Regulations:** PHS regulations promoting objectivity in research (set forth at 42 CFR §50.601 *et seq.* and 45 CFR §94.1 *et seq.*), as they may be amended, supplemented, or replaced from time to time, and any other similar PHS regulations that may be promulgated.

K. **PHS Unit**: The organizational unit of the PHS that funds PHS Funded Research. PHS Units are the agencies within the Department of Health and Human Services (HHS) designated as components of PHS, as may be changed from time to time, including: (1) the Agency for Healthcare Research and Quality (AHRQ), (2) the Agency for Toxic Substances and Disease Registry (ATSDR), (3) the Centers for Disease Control and Prevention (CDC), (4) the Food and Drug Administration (FDA), (5) the Health Resources and Services Administration (HRSA), (6) the Indian Health Service (IHS), (7) the National Institutes of Health (NIH), (8) the Substance Abuse and Mental Health Services Administration (SAMHSA), and the Office of the Inspector General (OIG).

L. **Research**: A systematic investigation, study, or experiment designed to develop or contribute to generalizable knowledge relating broadly to public health, including behavioral and social-sciences research. The term encompasses basic and applied research (e.g., a published article, book, or book chapter), and product development (e.g., a diagnostic test or drug). The term includes any such activity for which research funding is available from a PHS Unit through a grant, cooperative agreement, or contract, whether authorized under the Public Health Service Act (42 U.S.C. §201 *et seq.*) or other statutory authority, including without limitation a research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or research resources award.

M. **Senior/Key Personnel:** This term includes the project director or principal investigator and any other personnel considered to be essential to work performance in accordance with 48 CFR §352.242-70, and identified as key personnel in the sponsored project proposal and award.

N. **Significant Financial Interest:**

1. One or more of the following financial interests (i.e. anything of monetary value, whether or not the value is readily ascertainable) of an Investigator (and those of the Investigator's spouse and dependent children) that reasonably appears to be related to the Investigator's Institutional Responsibilities:
   a. Remuneration of any value from any entity during the twelve (12) months preceding the disclosure, including without limitation salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship);
   b. Any equity interest in any entity (including any stock, stock option, or other ownership interest);
   c. Intellectual property rights and interests (e.g., patents, copyrights), upon receipt of income related to such rights and interests;
   d. An asset in a blind trust, if (i) the Investigator is aware that the asset is in the trust, or (ii) if the trust is not managed by an independent fiduciary; or

e. ~~Any reimbursed or sponsored travel (i.e., that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available);~~

2. ~~The term "Significant Financial Interest" does not include the following:~~
   a. ~~Salary, royalties, or other remuneration paid by UMCP to the Investigator if the Investigator is currently employed or otherwise appointed by UMCP, including intellectual property rights assigned to UMCP and agreements to share in royalties related to such rights;~~
   b. ~~Income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;~~
   c. ~~An asset in a blind trust, but only if (i) the asset is not known to the Investigator (e.g. it was purchased by the trust with proceeds from assets originally placed in the trust), and (ii) the trust is managed by an independent fiduciary;~~
   d. ~~Income from seminars, lectures, or teaching engagements sponsored by: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education;~~
   e. ~~Income from service on advisory committees or review panels of: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education; or~~
   f. ~~Travel that is reimbursed or sponsored by: a federal, state, or local government agency; an institution of higher education (as defined at 20 U.S.C. §1001(a)); an academic teaching hospital; a medical center; or a research institute that is affiliated with an institution of higher education.~~

M. Unit Head: ~~The chair or director in an academic department or a similar official in a non-academic unit, unless a different individual is designated by proper authority.~~

IV. Requirements

A. Designation~~, etc.~~

1. The COI Official is designated as ~~UMCP's~~ **the University's** institutional official with overall responsibility for the solicitation and review of ~~d~~**D**isclosures of Significant Financial Interests from each Investigator who is planning to participate in, or is participating in, PHS Funded Research.
2. The COI Committee is responsible for making determinations regarding Significant Financial Interests, ~~Financial Conflicts of Interest~~ **FCOIs** and Management Plans, as provided herein.
3. The COI Administrator is responsible for coordinating and facilitating the processes established to implement this Policy and Procedures and shall coordinate such efforts with ~~UMCP's~~ **the University's** Office of Research Administration **(ORA)**, **the Disclosure** Office ~~of Research Compliance~~, and/or the COI Committee, as appropriate.
4. Input and advice may be solicited throughout such processes, as appropriate, from the Office of ~~Legal Affairs~~ **General Counsel**, other ~~UMCP~~ **University** and USM

personnel, federal agencies and from others unaffiliated with ~~UMCP~~ **the University** who may have relevant expertise.

B. Training

1. Each Investigator who is planning to participate in, or is participating in, PHS Funded Research must complete training related to ~~financial conflicts of interest~~ **FCOIs** ~~(~~regardless of whether or not ~~a Financial Conflict of Interest~~ **an FCOI** exists~~)~~.
2. Such training must be completed:
   a. Prior to engaging in PHS Funded Research;
   b. At least every four (4) years;
   c. If the Investigator is new to ~~UMCP~~ **the University**, within sixty (60) days of the commencement of employment ~~(~~but not later than the beginning of PHS Funded Research by the Investigator~~)~~;
   d. Whenever ~~UMCP~~ **the University** revises this Policy in a manner that affects the requirements of Investigators; and/or
   e. When so directed as a result of an Investigator's non-compliance with this Policy or any Management Plan.

3. Training, or access to training, shall be provided by ~~UMCP~~ **the University** and shall include information regarding this Policy, PHS regulations, and the Investigator's responsibilities under this Policy and the PHS Regulations to disclose Significant Financial Interests of the Investigator (and **those** of the Investigator's spouse and dependent children).

C. Disclosure of Significant Financial Interests

1. Each Investigator who is planning to participate in, or who is participating in, PHS Funded Research shall disclose any Significant Financial Interest (including **those** of the Investigator's spouse and dependent children) ~~through his/her Unit Head to the COI Official or designee, if it reasonably appears that a Significant Financial Interest is related to the Investigator's Institutional Responsibilities~~. Such ~~d~~**D**isclosures shall be made as part of the application submission process. Alternatively, if no such Significant Financial Interest exists, the Investigator shall so certify as part of the application submission process.
2. Disclosures of Significant Financial Interests (or certifications that no such Significant Financial Interests exist~~)~~ shall be made by each Investigator as follows:
   a. At or before the time of submission of an application for PHS Funded Research;
   b. At least annually during the period of the PHS Funded Research award;
      i. The annual ~~d~~**D**isclosure shall include: (a) any new information that was not disclosed to the ~~COI Official or designee~~ **University** either initially or subsequently (e.g.**,** any ~~Financial Conflict of Interest~~ **FCOI** identified on a PHS Funded Research project that was transferred from another institution); and (b) updated information regarding any previously disclosed Significant

Financial Interest (e.g.**,** the updated value of a previously disclosed equity interest);

ii. Annual updates shall be required of all Investigators participating in a PHS Funded Research project, regardless of whether or not a Significant Financial Interest was previously disclosed.

c. Within thirty (30) days of the discovery or ~~acquiring~~ **acquisition** (e.g., through purchase, marriage, or inheritance) **of** a new Significant Financial Interest.

3. The ~~d~~**D**isclosures shall include without limitation the following information:

a. The nature and amount of remuneration received from any entity in the twelve (12) months preceding the ~~d~~**D**isclosure;

b. The name and address of the entity;

c. If there is an equity interest in the entity, any value as of the date of ~~d~~**D**isclosure; and

d. With respect to reimbursed or reimbursable travel expenses that require ~~d~~**D**isclosure: the purpose of the trip; the identity of the sponsor/organizer; the destination; and the duration of the travel.

4. The COI Administrator shall notify the Investigator and/or Unit Head if further information is needed, including without limitation a determination or ~~d~~**D**isclosure of monetary value, in order to decide whether the disclosed Significant Financial Interest constitutes ~~a Financial Conflict of Interest~~ **an FCOI** with PHS Funded Research. The Investigator and/or Unit ~~h~~**H**ead shall provide any such additional information, as requested.

D. Determination of **a** Financial Conflicts of Interest

1. Prior to ~~UMCP's~~ **the University's** expenditure of any funds under a PHS Funded Research project, all Investigator ~~d~~**D**isclosures of Significant Financial Interests shall

be reviewed and the following determinations shall be made, as applicable, and consistent with this Policy and ~~the~~ PHS Regulations.

2. The COI Committee shall determine, in its reasonable discretion, whether any Significant Financial Interest is related to PHS Funded Research.
   a. A Significant Financial Interest is related to PHS Funded Research if, ~~(~~as reasonably determined by the COI Committee~~)~~:
      i. the Significant Financial Interest could be affected by the PHS Funded Research; or
      ii. the Significant Financial Interest is in an entity whose financial interest could be affected by the PHS Funded Research.

3. If the Significant Financial Interest is related to PHS Funded Research, the COI Committee, in its reasonable discretion, shall then determine whether ~~a Financial Conflict of Interest~~ **an FCOI** exists.
   a. ~~A Financial Conflict of Interest~~ **An FCOI** exists if the Significant Financial Interest could directly and significantly affect the design, conduct, or reporting of PHS Funded Research.
4. The COI Official may authorize the Chair of the COI Committee to designate a Subcommittee to conduct any review and/or determination regarding whether a Significant Financial Interest is related to PHS Funded Research and/or whether ~~a Financial Conflict of Interest~~ **an FCOI** exists.
5. The COI Committee**,** ~~(~~or designated Subcommittee**,**~~)~~ may involve the Investigator, Unit Head, and others, as provided herein, in the determination of whether a Significant Financial Interest is related to PHS Funded Research and/or whether ~~a Financial Conflict of Interest~~ **an FCOI** exists.
6. If it is determined that (a) Significant Financial Interest is related to PHS Funded Research and (b) ~~a Financial Conflict of Interest~~ **an FCOI** exists, the COI Committee shall communicate the determination to the Investigator and the Unit Head.

E. Management of Financial Conflicts of Interest / Management Plan**s**
   1. If it is determined that ~~a Financial Conflict of Interest~~ **an FCOI** exists, ~~UMCP~~ **the University** will undertake such actions as are deemed necessary to ~~M~~**m**anage the FCOI.
   2. The COI Administrator **and COI Committee** will work ~~with the Investigator and the Investigator's supervisor and Unit Head~~ to develop an appropriate Management Plan**, in accordance with the COI/COC Policy and the Disclosure and Conflict Management Guidelines**. The purpose of the Management Plan is to establish rules and procedures that provide a reasonable expectation that the PHS Funded Research associated with the Investigator's ~~Financial Conflict of Interest~~ **FCOI** will be free from bias. The Management Plan must specify the actions that have been, and shall be, taken to ~~M~~**m**anage any ~~Financial Conflict of Interest~~ **FCOI** in accordance with this Policy and the PHS Regulations.
   3. ~~The Unit Head shall forward the Management Plan, through the appropriate dean or similar official, to the COI Administrator, who shall submit it to the COI Committee for review and recommendation as to approval. The recommendation of the COI Committee shall be subject to approval by the COI Official.~~ The COI Administrator,

COI Committee, and/or COI Official may require additional information from the Investigator, supervisor and/or Unit Head and may seek input and advice from others, as provided herein, in connection with the development and/or implementation of a Management Plan.

4. Actions, conditions, or restrictions that may be required under the Management Plan may vary depending upon the nature and extent of the ~~Financial Conflict of Interest~~ **FCOI**. Examples of actions, conditions, or restrictions that might be imposed to ~~M~~**m**anage ~~a Financial Conflict of Interest~~ **an FCOI** include but are not limited to:
   a. Public disclosure of ~~financial conflicts of interest~~ **FCOIs** (e.g., when presenting or publishing the Research);
   b. For Research projects involving human subjects, disclosure of ~~financial conflicts of interest~~ **FCOIs** directly to participants;
   c. Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the Research against bias resulting from the ~~Financial Conflict of Interest~~ **FCOI**;
   d. Modification of the Research plan;
   e. Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the Research;
   f. Reduction or elimination of the Significant Financial Interest (e.g., sale of an equity interest); and/or
   g. Severance of relationships that create financial conflicts.

5. The Investigator's Unit ~~h~~**H**ead is responsible for: (a) ensuring that steps set forth in the Management Plan are implemented; and (b) taking reasonable steps to ensure the Investigator's compliance with the Management Plan.

F. Reporting of Financial Conflicts of Interest
   1. The COI ~~Official~~ **Administrator** shall be responsible for ensuring that all ~~Financial Conflict of Interest~~ **FCOI** reports and other information are submitted to the PHS Unit, as required by ~~the~~ PHS Regulations.
   2. Such FCOI reports must be filed:
      a. Prior to ~~UMCP's~~ **the University's** expenditure of funds under a PHS Funded Research project;
      b. Within sixty (60) days, with respect to any Significant Financial Interest that is identified as ~~a Financial Conflict of Interest~~ **an FCOI** subsequent to the initial FCOI report during an ongoing PHS Funded Research project (e.g.**,** upon the participation of an Investigator who is new to the PHS Funded Research project); and
      c. Annually with respect to any ~~Financial Conflict of Interest~~ **FCOI** previously reported with regard to an ongoing PHS Funded Research project.

G. New Significant Financial Interests during Ongoing PHS Funded Research
   1. This Section applies: (a) whenever an Investigator discloses a Significant Financial Interest that was developed or acquired after Research under a PHS ~~f~~**F**unded award had begun; or (b) whenever, in the course of an ongoing PHS Funded Research

project, an Investigator who is new to participating in the Research project discloses a Significant Financial Interest.

2. In any such event, within sixty (60) days of the ~~d~~**D**isclosure, the COI Committee**,** ~~(~~or designated Subcommittee**,**~~)~~ shall: (a) review the disclosed interest; (b) determine whether it is related to the PHS Funded Research; and (c) if so, determine whether ~~a Financial Conflict of Interest~~ **an FCOI** exists.
3. If ~~a Financial Conflict of Interest~~ **an FCOI** exists, ~~UMCP~~ **the University** shall implement, on at least an interim basis, a Management Plan that shall specify the actions that have been~~,~~ and will be, taken to ~~M~~**m**anage ~~such Financial Conflict of Interest~~ **the FCOI** going forward. The COI ~~Official~~ **Administrator** shall report **the FCOI and Management Plan** to the PHS Unit as required by ~~the~~ PHS Regulations.
4. Depending on the nature of the disclosed interest, additional interim measures may be taken with regard to the Investigator's participation in the PHS Funded Research between the date of ~~d~~**D**isclosure and the completion of the review process.

H. Retrospective Review and Mitigation Report

1. If a Significant Financial Interest is not disclosed in a timely manner by an Investigator or, for whatever reason, was not previously reviewed by ~~UMCP~~ **the University** during an ongoing PHS Funded Research project (e.g., was not timely reviewed or reported by a subrecipient), the COI Committee**,** ~~(~~or designated Subcommittee**,**~~)~~ shall, within sixty (60) days of the ~~d~~**D**isclosure: (a) review the disclosed interest; (b) determine whether it is related to the PHS Funded Research; and (c) if so, determine whether ~~a Financial Conflict of Interest~~ **an FCOI** exists.
   a. If ~~a Financial Conflict of Interest~~ **an FCOI** exists, ~~UMCP~~ **the University** shall implement, on at least an interim basis, a Management Plan that shall specify the actions that have been~~,~~ and will be, taken to ~~M~~**m**anage ~~such Financial Conflict of Interest~~ **the FCOI** going forward. The COI ~~Official~~ **Administrator** shall report to the PHS Unit as required by the PHS Regulations.
   b. Depending on the nature of the ~~Financial Conflict of Interest~~ **FCOI**, the COI Official may determine that additional interim measures are necessary with regard to the Investigator's participation in the PHS Funded Research project between the date that the ~~Financial Conflict of Interest~~ **FCOI** or the Investigator's non-compliance is determined and the completion of the retrospective review process.

2. In addition, whenever ~~a Financial Conflict of Interest~~ **an FCOI** is not identified or ~~M~~**m**anaged in a timely manner**,** ~~(~~including failure by the Investigator to disclose a Significant Financial Interest that is determined to constitute ~~a Financial Conflict of Interest~~ **an FCOI**; failure by ~~UMCP~~ **the University** to review or ~~M~~**m**anage ~~such a Financial Conflict of Interest~~ **an FCOI**; or failure by the Investigator to comply with a Management Plan~~)~~, the COI ~~Official~~ **Administrator** shall, within one hundred twenty (120) days of the determination of non-compliance: (a) complete a retrospective review of the Investigator's activities and the PHS Funded Research, or portion thereof, conducted during the time period of the non-compliance; and (b) determine whether or not there was bias in the design, conduct, or reporting of the

PHS Funded Research. The COI ~~Official~~ **Administrator** shall document the retrospective review as required by ~~the~~ PHS Regulations.

a. Based on the results of the retrospective review, if appropriate, the COI ~~Official~~ **Administrator** shall update the previously submitted ~~Financial Conflict of Interest~~ **FCOI** report, specifying the actions that will be taken to ~~M~~**m**anage the ~~Financial Conflict of Interest~~ **FCOI** going forward. If bias is found, the COI ~~Official~~ **Administrator** shall notify the PHS Unit promptly and submit a mitigation report to the PHS Unit, in accordance with ~~the~~ PHS Regulations. Thereafter, the COI ~~Official~~ **Administrator** shall submit ~~Financial Conflict of Interest~~ **FCOI** reports annually.

I. Monitoring / Internal Reporting

Whenever a Management Plan is implemented, the Investigator's Unit Head shall be responsible **for**: (a) ~~to~~ monitor**ing** and ~~to~~ tak**ing**~~e~~ reasonable steps to ensure Investigator compliance with the Management Plan on an ongoing basis until the completion of the PHS Funded Research project; and (b) ~~to~~ report**ing** to the COI Official or designee any non-compliance with the Management Plan.

J. Public Accessibility

1. Prior to ~~UMCP's~~ **the University's** expenditure of any funds under a PHS Funded Research project, ~~UMCP~~ **the University** shall ensure public accessibility of information concerning any disclosed Significant Financial Interest that meets the following three criteria: (a) the Significant Financial Interest was disclosed and is still held by Senior/Key Personnel; (b) ~~UMCP~~ **the University** determines that the Significant Financial Interest is related to the PHS Funded Research; and (c) ~~UMCP~~ **the University** determines that the Significant Financial Interest is ~~a Financial Conflict of Interest~~ **an FCOI**.
2. Such information shall be made accessible via written response to any requestor within five (5) business days of the COI Administrator's receipt of a written request. Such information shall include at a minimum the information required by ~~the~~ PHS Regulations. The response will note that the information provided is current as of the date of the response and is subject to updates, on at least an annual basis and within sixty (60) days of ~~UMCP's~~ **the University's** identification of a new ~~Financial Conflict of Interest~~ **FCOI**, and that such updates should be requested subsequently by the requestor.
3. Information concerning the Significant Financial Interests of an individual subject to this section shall remain available for responses to written requests, for at least three (3) years from the date that the information was most recently updated.

K. Subrecipient Collaborations (~~UMCP~~ **the University** as Prime Recipient)

1. If ~~UMCP~~ **the University** carries out PHS Funded Research through a subrecipient (e.g., subcontractors, or consortium members), ~~UMCP's Office of Research Administration~~ **ORA** shall be responsible ~~to~~ **for** ensur**ing**~~e~~ that there is a written agreement with the subrecipient which contains terms that establish whether this

Policy or the ~~financial conflicts of interest~~ **FCOI** policy of the subrecipient will apply to the subrecipient's Investigators.

a. If the subrecipient's Investigators must comply with the subrecipient's ~~financial conflicts of interest~~ **FCOI** policy, the agreement shall require that the subrecipient certify as part of the agreement that its policy complies with this Policy and ~~the~~ PHS Regulations. If the subrecipient cannot provide such certification, the agreement shall state that subrecipient Investigators are subject to this Policy for disclosing Significant Financial Interests that are directly related to the subrecipient's work for ~~UMCP~~ **the University**;

b. Additionally, if the subrecipient's Investigators must comply with the subrecipient's ~~financial conflicts of interest~~ **FCOI** policy, the agreement shall specify time period(s) for the subrecipient to report all identified ~~financial conflicts of interest~~ **FCOIs** to ~~UMCP~~ **the University**. Such time period(s) shall be sufficient to enable ~~UMCP~~ **the University** to provide timely ~~Financial Conflict of Interest~~ **FCOI** reports, as necessary, to the PHS Unit as required by this Policy and ~~the~~ PHS Regulations;

c. Alternatively, if the subrecipient's Investigators must comply with ~~UMCP's~~ **the University's** ~~financial conflicts of interest~~ **FCOI** policy, the agreement shall specify time period(s) for the subrecipient to submit all Investigator ~~d~~**D**isclosures of Significant Financial Interests to ~~UMCP~~ **the University**. Such time period(s) shall be sufficient to enable ~~UMCP~~ **the University** to comply timely with its review, management, and reporting obligations under this Policy and ~~the~~ PHS Regulations.

2. The COI Official**,** ~~(~~in coordination with the COI Administrator and ~~UMCP's Office of Research Administration~~ **ORA,**~~)~~ shall be responsible ~~to~~ **for** provid**ing**~~e Financial Conflict of Interest~~ **FCOI** reports to the PHS Unit regarding all ~~financial conflicts of interest~~ **FCOIs** of all subrecipient Investigators consistent with this Policy and ~~the~~ PHS Regulations, i.e., prior to the expenditure of funds and within sixty (60) days of any subsequently identified ~~Financial Conflict of Interest~~ **FCOI**.

L. ~~UMCP~~ **The University** as a Subrecipient

1. If ~~UMCP~~ **the University** is a subrecipient of PHS Funded Research where another entity is the prime recipient, ~~UMCP's Office of Research Administration~~ **ORA** shall be responsible ~~to~~ **for** ensur**ing**~~e~~ that there is a written agreement with the prime recipient ~~which~~ **that** contains terms that establish whether this Policy or the ~~financial conflicts of interest~~ **FCOI** policy of the prime recipient will apply to ~~UMCP's~~ **the University's** Investigators.

2. If the agreement specifies that ~~UMCP's~~ **the University's** Investigators must comply with the prime recipient's ~~financial conflicts of interest~~ **FCOI** policy, then ~~UMCP's~~

the University's Investigators shall so comply with the prime recipient's policy, and this Policy shall not apply.

3. If the agreement specifies that ~~UMCP's~~ **the University's** Investigators must comply with this Policy, then ~~UMCP's~~ **the University's** Investigators shall so comply with this Policy, and this Policy shall apply.

M. Record**s** Retention

1. The COI ~~Official~~ **Administrator** shall retain all records relating to Investigator ~~d~~**D**isclosures of financial interests; the review of and response to such ~~d~~**D**isclosures (whether or not a ~~d~~**D**isclosure resulted in the determination of ~~a Financial Conflict of Interest~~ **an FCOI**); and all actions under this Policy or retrospective review, if applicable.
2. Such records shall be retained for at least three (3) years from the date of submission of final expenditure reports to PHS for each PHS ~~f~~ **F**unded project ~~(~~or where applicable from other dates specified in ~~the~~ PHS Regulations for different situations~~).~~
3. Such records may be destroyed within ninety (90) days following the expiration of the three (3) year retention period, unless there is relevant pending or active administrative or legal action or otherwise required by applicable law or University policy.

N. Noncompliance

1. It shall be considered a violation of ~~UMCP~~ **University** policy, subject to disciplinary action in accordance with applicable policies, if an Investigator: (a) fails to disclose a Significant Financial Interest as required herein; (b) fails to comply with an established Management Plan; (c) fails to provide timely annual report information or other required information; or (d) fails to comply with any other requirement of this Policy.
2. If the failure of an Investigator to comply with this Policy or a Management Plan appears**,** ~~(~~in the reasonable judgment of the COI Official**,**~~)~~ to have biased the design, conduct, or reporting of PHS Funded Research, the COI Official shall be responsible ~~to~~ **for** promptly notify**ing** the PHS Unit of the corrective action taken or to be taken, as required by ~~the~~ PHS Regulations.
3. In the event that the U.S. Department of Health and Human Services determines that a PHS Funded Research project involving clinical Research whose purpose is to evaluate the safety or effectiveness of a drug, medical device, or treatment has been designed, conducted, or reported by an Investigator with ~~a Financial Conflict of Interest~~ **an FCOI** that was not ~~M~~**m**anaged or reported by ~~UMCP~~ **the University** in accordance with ~~the~~ PHS Regulations and this Policy, such Investigator shall be required to disclose the ~~Financial Conflict of Interest~~ **FCOI** in each public presentation of the results of the Research and to request an addendum to previously published presentations.

Questions regarding this Policy and its application should be directed to the ~~Research Compliance~~ **Disclosure** Office in the Division of Research.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: May 31, 2025

Updates to the University of Maryland Policy on Organizational Conflicts of Interest, II-3.10(F)

NAME/TITLE			
EMAIL		PHONE	
UNIT	The Office of the President and the Division of Research	CONSTITUENCY	Administration

OVERVIEW

The Office of the President informed Senate Leadership that the President, in collaboration with the Vice President for Research approved on an interim basis, pending Senate review the University of Maryland (UMD) Policy on Organizational Conflicts of Interest (OCI), II-3.10(F) that includes technical updates. The interim OCI Policy was approved on May 22, 2025. UMD policies and processes related to conflicts of interest, conflicts of commitment and consulting have been updated to mitigate risks of technology misappropriation and undue influence on U.S. research and development enterprise.

DESCRIPTION OF CHANGE

The University is required to update and maintain its policies and procedures to remain compliant with federal law, as well as to maintain and continue to receive federal funding from federal agencies.

The OCI Policy is separate and distinct from the policies on Personal Conflict of Interest and Institutional Conflicts of Interest, applying specifically to the provisions of Federal Acquisition Regulations Subpart 9.5. It has been updated to ensure full compliance with federal and state requirements to ensure compliance with various obligations. Definitions have been added and the process used to disclose and the evaluation of a possible organizational COI have been updated.

Additionally, these updates align it with the recent changes made to the UMD Policy on Conflict of Interest and Conflict of Commitment (II-3.10 (A)) and inTERP process.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

The OCI Policy (II-3.10(F)) must be reviewed by the University Senate before it can be formally codified as university policy. A redlined version of the interim policy highlighting the technical updates is included.

ADDITIONAL INFORMATION

There is a current charge open for a review of this policy, Senate Document # 23-24-04. To avoid confusion, the Senate should close this legislation item when it begins its review of this revised policy.

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

II-3.10(F) UNIVERSITY OF MARYLAND POLICY ON ORGANIZATIONAL CONFLICTS OF INTEREST
(Approved by the President on an interim basis pending Senate review August 21, 2023, Technical and legal amendments May 22, 2025)

I. PURPOSE

The mission of the University of Maryland (the "University") includes the advancement of knowledge, support of the scholarly professions, and active participation in the cultural, technological, commercial, public policy, and social life of our communities. This mission is advanced when members of the University forge links outside the University as scholars, artists, consultants, participants in research and development ventures, advisors to government entities, and in other capacities that relate to their professional expertise. The University has strongly encouraged the development of such links in the past and will continue to do so. The University recognizes, however, that these very positive interactions create the occasion for actual, potential, or apparent conflicts of interest and commitment, any of which may result in legal or reputational harm to the individual and/or the University.

The University is committed to identifying, avoiding, and/or managing actual or perceived Organizational Conflicts of Interest (OCIs) relating to its research activities, consistent with federal laws and regulations. In conducting federal research and contracting activities, members of the University community ("University Member[s]") have a responsibility to comply with **the** University of Maryland Organizational Conflicts of Interest (OCI) Policy (**"**this ~~"~~Policy").

The intent of this Policy is, in part, to provide guidance that will enable members of the University community to engage in activities outside the University while avoiding situations that harm the individual and/or the University through real or perceived ethical, legal, or financial conflicts. Although such conflicts arise most often when University Members engage in activities outside the University, this policy and any associated procedures apply to all activities of University Members.

Certain federal contracts include clauses designed to address potential OCIs in entities that receive those contracts. The federal regulations regarding OCIs are described in the Federal Acquisition Regulation (FAR) Subpart 9.5, "Organizational and Consultant Conflicts of

Interest[1]."

II. DEFINITIONS

A. **"Conflict(s) of Commitment (COC)" means situations where a University Employee's Outside Professional Activities, external Relationships, or Significant Financial Interests interfere or compete with the University's educational, research, or service missions or impede the University Employee's ability to perform or fulfill the full range of their Institutional Responsibilities, as stipulated under Maryland Public Ethics Law. This applies regardless of whether the activity holds value to the University or contributes to the employee's professional development.**

B. **"Conflict(s) of Interest (COI)" means situations in which University Employees and GRAs or their Family Member(s) are in a position to gain, or appear to gain, financial advantages or personal benefits stemming from their roles within the University. Such benefits can occur due to Outside Professional Activities, external Relationships, Significant Financial Interests, or as a result of their research, administrative, or educational actions or decisions made while working at the University.**

C. **"Consulting" means any additional activity beyond a University Employee's or a GRA's Institutional Responsibilities that is professional in nature and based on their discipline or area of expertise. The activity may be paid or unpaid, and such activities primarily benefit the University Employee or the GRA and not the University.**

D. **"Current and Pending (Other) Support" means information submitted to Funding Agencies in proposals for Sponsored Projects on all the resources made available or expected to be made available to an individual in support of their research and development efforts. This includes but is not limited to resources from both foreign and domestic sources; those given through an award and those given directly to the individual; monetary resources, in-kind resources, and support with no monetary value; and travel support.**

E. **"Disclosure(s)" means information that is required to be provided on all Outside Professional Activities, external Relationships, and/or Significant Financial Interests.**

F. **"Disposition" means the final result of the review of a Disclosure. The review may result in a decision that no conflict exists, that the activity must be stopped due to an unmanageable conflict, or that a Management Plan is necessary to manage any possible COIs in accordance with Maryland Public Ethics Law and relevant University System of Maryland and University policies.**

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[1] **The Federal Acquisition Regulation (FAR) Subpart 9.5, "Organizational and Consultant Conflicts of Interest can be found at https://www.acquisition.gov/far/subpart-9.5**

G. **"Funding Agency(ies)" means any domestic or foreign entity that provides monetary support for a Sponsored Project to a University Employee or to the University on behalf of a University Employee. Funding Agencies may include but are not limited to entities such as the U.S. government and its agencies; U.S. state and local entities; foreign entities including governments and institutions; non-profit Organizations; associations; or companies.**

H. **"Institutional Responsibilities" means a University Employee's or GRA's primary duties and responsibilities at the University, as defined in their contract, job duties, offer letter, or other comparable documentation.**

I. **"Management Plan" means a written plan provided by the University that describes how a conflict or potential conflict will be managed.**

J. "Organizational Conflict of Interest (OCI)" means that because of activities or relationships with other persons or ~~o~~**O**rganizations, an individual is unable or potentially unable to render impartial assistance or advice to the Government, the individual's objectivity in performing the contract work is, or has the potential to be, impaired, and/or an individual has an unfair competitive advantage.

K. **"OCI Administrator" means the individual appointed by the University's Vice President for Research to support the implementation of this Policy.**

L. "Organization" means any entity capable of delivering a product or service to a U.S. Government sponsor, under a contract, grant, or other award/funding instrument. This definition includes, but is not limited to, sole proprietors, independent contractors, industrial contractors, Federally Funded Research and Development Centers (FFRDCs), University-Affiliated Research Center**s** (UARCs), academic institutions, and non-profit ~~o~~**O**rganizations.

M. "Outside Professional Activities" means any ~~additional professional activities, that may be~~ paid or unpaid **activity with an external entity that is**~~, are~~ beyond **the scope of** a University ~~m~~**M**ember's ~~i~~**I**nstitutional ~~r~~**R**esponsibilities but is still related to~~, are within~~ their discipline**,** ~~or~~ area of expertise, **or the practice of their profession. Outside Professional Activities** ~~and could~~ include **both** ~~p~~**P**rofessional ~~s~~**S**ervice **and Consulting**.

N. **"Professional Service" means a form of Outside Professional Activity that provides a service to governmental agencies and other entities such as peer review panels and advisory bodies to other universities and professional Organizations; academic or professional journals; presentations to either professional or public audiences in such forums as professional societies and Organizations, libraries, and other universities; and peer review activities undertaken for either for-profit or nonprofit publishers, including grant reviews. Professional Service provides a benefit to the University, academia, the discipline, and/or the public interest, and may or may not be remunerated by a small honorarium.**

O. **"Sponsored Project(s)" means monetary or non-monetary support provided by a domestic or foreign entity to the University to support specific research, instruction, or other activities of University Employees and/or GRAs.**

P. **"Supervisor(s)" means a University Employee with supervisory authority over other employees. This term is typically used for those with direct authority over one or more employees. The term can be used interchangeably with the term Unit Head throughout this Policy and the Disclosure and Conflict Management Guidelines.**

Q. **"Unit" means a department, center, institute, division, or non-departmentalized College or School.**

R. **"Unit Head" means the administrator(s) responsible for a Unit and the individual(s) to whom a University Employee reports. A Unit Head may be a Director, Department Chair, Dean, Vice President, or a similar official in a non-academic Unit and also includes Supervisors in all references in this Policy.**

S. **"University Member(s)" means all employees of the University, including all faculty and staff employed by the University, regardless of title, FTE, full- or part-time status and all University administrators and/or officials.**

III. CATEGORIES OF ORGANIZATIONAL CONFLICT~~S~~ OF INTEREST

As outlined in the FAR Subpart 9.5, an OCI may exist in three basic categories:

A. Unequal Access to Information: This type of OCI arises when the University gains an unfair competitive advantage because of a University Member's access to information not generally available to other parties competing for the same federal funding. For example, a faculty member may have had access to budgets, statements of work, or evaluation criteria in the proposal submission and award process that were not available to other potential contractors.

B. Impaired Objectivity: This type of OCI arises when a University Member's work on a government contract places the University in a situation of evaluating itself or a related entity. For example, the University's work under one government contract could require it to evaluate its own activities or evaluation of proposals from entities competing with the University. In this case, the concern is that the University cannot render impartial advice under a federal contract.

C. Biased Ground Rules: This type of OCI arises when a University Member provides consultation, advice, or technical assistance relating to a federal funding opportunity, and the University then applies for that same funding opportunity. For example, a ~~F~~**f**aculty ~~M~~**m**ember may serve on a federal advisory board or act as a consultant to develop standards that are used as the basis for a ~~S~~**s**cope of ~~W~~**w**ork or specifications that are used to support a federal funding opportunity.

IV. APPLICABILITY

A. This Policy and any associated procedures are applicable to all University Members.

B. This Policy is separate and distinct from the University of Maryland Policy ~~and Procedures~~ on Conflict of Interest (COI) and Conflict of Commitment (COC) (II-3.10~~[~~(A~~]~~) ~~(II-3.10[B])~~ ("**the** COI/COC Policy ~~and Procedures~~")**) and the Disclosure and Conflict Management Guidelines**.

C. Compliance with this Policy does not relieve University Members of their obligation to:

1. Disclose and receive approval for COIs/COCs, as required by University Policy and Maryland State Ethics Law;
2. Disclose activities as part of the University~~'s~~ **of Maryland Policy on** Consulting ~~Policy~~ (II-3.10[E]); and/or
3. Disclose activities as part of **the** ~~c~~**C**urrent and ~~p~~**P**ending **(Other)** ~~s~~**S**upport **information** ~~documentation on~~ **in all** ~~federal~~ proposal~~s~~ **submissions**.

D. ~~Disclosures made pursuant to this Policy, as well as pursuant to the University's COI/COC Policy and Procedures, and current and pending reports are not automatically populated into other institutional systems and may need to be separately disclosed.~~ Applicability of this Policy is subject to change per Maryland State Ethics Commission guidance**, Funding Agency guidance,** and/or state and federal laws and regulations.

V. DISCLOSURE OF ORGANIZATIONAL CONFLICTS OF INTEREST

A. University Members must keep their Unit Heads informed, in adequate detail, about all Outside Professional Activities, service on external committees/boards, and other significant ~~p~~**P**rofessional ~~activities~~ **Service and Consulting activities** unrelated to their ~~core University~~ **Institutional** ~~r~~**R**esponsibilities.

B. University Members ~~MUST consult with their Unit Head~~ **must submit a Disclosure** and receive **a Disposition** ~~approval from their Unit Head and other compliance units~~ before ~~committing to~~ **engaging in** an Outside Professional Activity.

C. University Members must disclose all activities on any Sponsored Project proposal submission, and all activities will be reviewed for potential COIs. OCIs identified as being related to a **Sponsored Project** ~~proposal or ongoing research~~ must be managed through mitigation or removal of the conflict. The applicable ~~management~~ measures may be outlined in a ~~Mitigation~~ **Management** Plan that is shared with the ~~sponsor~~ **Funding Agency**.

D. ~~In addition,~~ University Members are required to submit and maintain an updated ~~electronic Conflict of Interest d~~**D**isclosure ~~through the Kuali Conflict of Interest system (KCOI)~~. This ~~d~~**D**isclosure is reviewed by the University's ~~Conflict of Interest (COI)~~ **Disclosure** Office.

1. When real or perceived OCIs are identified, the OCI ~~Committee~~ Administrator flags the ~~d~~**D**isclosure for additional review by the OCI Committee.
2. ~~Organizational conflicts~~ **OCIs** identified via an individual's ~~d~~**D**isclosure must also be managed by a ~~Mitigation~~ **Management** Plan and administered by an ~~O~~**o**versight ~~O~~**o**fficial.

E. New faculty and staff that participated in ~~A~~**a**ctivities before becoming a member of the University that may give rise to an OCI at the University, must disclose these activities on any federal ~~grant or contract~~ **Sponsored Project** submission ~~through KCOI. University Members must disclose any activities that may give rise to an OCI on any federal grant or contract submission through KCOI~~.

VI. ORGANIZATIONAL CONFLICT OF INTEREST (OCI) COMMITTEE

A. In accordance with the provisions of the COI/COC Policy ~~and Procedures~~ and the Federal Acquisition Regulations Subpart 9.5 - Organizational and Consultant Conflicts of Interest, the Vice President for Research **(VPR)** appoints the Advisory Committee on Organizational Conflict of Interest **("the OCI Committee")** for the University ~~of Maryland~~.

B. The OCI Committee is composed of nine (9) voting members of the University community including: five (5) faculty, one of whom is the Chair of the OCI Committee, one (1) representative each from the Office of the Senior Vice President and Provost, the Office of Research Administration (ORA), the Applied Research Laboratory for Intelligence and Security (ARLIS), and the Graduate School, along with two (2) ex-officio members, one (1) each from the Office of General Counsel and the Assistant Vice President for the Office of Procurement and Business Services, or their designees. The ex-officio members shall serve as advisory members and do not vote on matters presented to the OCI Committee. Members of the OCI Committee will serve for a three-year (3) term with the potential for renewal for an additional term.

C. The OCI Committee is charged with reviewing any disclosed OCIs or potential OCIs to determine whether the conflicts can be mitigated, reduced, or managed and make recommendations to the ~~Vice President for Research (~~VPR~~)~~, including any required conditions or circumstances designed to mitigate **or manage** these conflicts. Following a review by the VPR, the applicable management measures will be outlined in the OCI ~~Mitigation~~ **Management** Plan**,** ~~that~~ **which** is provided to the ~~sponsor~~ **Funding Agency** for final approval.

D. The procedures for identification, management, and mitigation of ~~Organizational Conflicts of Interest (~~OCI**s**~~)~~ utilized by the OCI Committee will be maintained and periodically adjusted, as needed, by the OCI ~~Committee~~ Administrator following a review by the OCI Committee.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: July 2025

Changes to the Code of Student Conduct

NAME/TITLE	James Bond / Assistant Dean of Students and Director of Student Conduct		
EMAIL	jebond@umd.edu	PHONE	301-314-8204
UNIT	VPSA/OSC	CONSTITUENCY	Exempt Staff

OVERVIEW

President Biden signed the Stop Campus Hazing Act into law on December 23, 2024. This anti-hazing law requires institutions of higher education to take specific actions to prevent and address hazing. An interim University of Maryland Policy and Procedures on Hazing (UMDPPH) was approved by the President on June 16, 2025, and is pending Senate review. This was necessary to comply with the federal mandate to have an updated policy in place by June 23, 2025.

The Code of Student Conduct references the UMDPPH, therefore technical amendments were made to make sure the Code of Student Conduct is aligned with the UMDPPH.

DESCRIPTION OF CHANGE

Part three of the Code of Student Conduct lists the definitions used throughout the document. Two of those definitions need to be expanded to follow the approved UMDPPH. Those terms are Part 3(L) “Student Group”, and part 3(M) “Student Organization”.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

The updates provide guidance to the campus community on how to address suspected hazing activity on and around campus. New versions of the CSC would be presented to the Senate for discussion and approval, approved by the President, and then given to OSC for implementation. OSC will ensure the changes are shared with the campus community.

ADDITIONAL INFORMATION

A copy of the Code of Student Conduct with changes are attached.

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

V-1.00(B) **UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT**
(Approved by the Board of Regents January 25, 1980; Amended September 4, 1990; December 18, 2001; April 22, 2004; November 18, 2005; April 5, 2006; March 10, 2011; January 17, 2012; February 20, 2013; May 9, 2013; Technical amendments September 2, 2015; Amended effective January 1, 2018; Technical amendments August 14, 2020; Amended May 25, 2023; Amended February 14, 2024; **Technical amendments June 16, 2025**)

This *Code* does not apply to matters of student academic integrity. The policy and procedures document applicable to student academic integrity is III-1.00(A) University of Maryland Code of Academic Integrity at https://policies.umd.edu/academic-affairs/university-of-maryland-code-of-academic-integrity.

This *Code* does not apply to student sexual harassment and other sexual misconduct. The policy and procedures document applicable to student harassment and other sexual misconduct is VI-1.60 (A) University of Maryland Policy and Procedures on Sexual Harassment and other Sexual Misconduct at https://policies.umd.edu/general-administration/university-of-maryland-policy-and-procedures-on-sexual-harassment-and-other-sexual-misconduct.

I. INTRODUCTION

The *Code of Student Conduct (Code)* was created to ensure the safety and security of the University community. The *Code*, administered by the Office of Student Conduct, seeks to balance the rights and responsibilities of all individuals within the community and uphold the integrity and values of the University of Maryland. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for their actions. The *Code* outlines behaviors that are inconsistent with University standards and expectations and sets forth applicable procedures and potential Sanctions governing *Code* violations.

II. APPLICABILITY

A. This *Code* covers conduct by a Student, Student Group, or Student Organization that occurs:
   1. on University Premises; or
   2. at University-sponsored Activities; or

3. not on University Premises, if:

    a. the conduct would constitute a violation of this *Code* had it occurred on University Premises; and

    b. the Director of Student Conduct determines that the conduct affects the safety of the University community or the orderly operation of the University.

B. This *Code* applies to all covered conduct that occurred on or after August 28, 2023. Where the date of the alleged conduct precedes August 28, 2023, the definitions of misconduct in existence at the time of the alleged incident(s) will be used. The procedures under this *Code*, however, will be used to resolve all Referrals made on or after August 28, 2023, regardless of when the alleged incident(s) occurred.

C. The Office of Student Conduct

The Office of Student Conduct and its Director are charged with the administration of the *Code of Student Conduct* and its processes. References in this *Code* to the Director of Student Conduct include the Director and designees. The Director of Student Conduct grants at their discretion to the Office of Rights and Responsibilities the authority to administer matters involving this *Code* that occur in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University. The responsibilities of the Office of Student Conduct include:

1. Providing official and final interpretation of the *Code*;
2. Accepting reports of alleged Prohibited Conduct;
3. Determining the appropriate alleged policy violation(s) to be filed in accordance with this *Code*;
4. Administering the process and procedures for investigating and resolving alleged *Code* violations;
5. Supervising, training, and advising all conduct boards;
6. Maintaining all Student disciplinary records;
7. Administering certain duties as set forth in the VI-1.60(A) University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct and VI-1.00 (B) University of Maryland Non-Discrimination Policy and Procedures as related to allegations against Students; and
8. Administering No Contact Orders.

D. Referral to Another University Process

Reports of Student, Student Group, or Student Organization conduct made to the Office of Student Conduct may violate other University policies, and the report may be referred to another University process and/or office in accordance with applicable University policies and procedures.

Responding Parties found responsible for Prohibited Conduct under this *Code* may

additionally be subject to program review for continued participation in their academic and/or University-sponsored scholarship programs, including but not limited to a graduate assistantship.

III. DEFINITIONS

A. "Advisor" means a person chosen by a Responding Party to assist the Responding Party. The Advisor may be an attorney. The Responding Party is responsible for paying any expenses incurred by retaining an Advisor. The Advisor may be present at any meeting or proceeding to provide advice and consultation to the Responding Party. The Advisor shall not be an active participant in any meeting or proceeding, but if necessary, the Responding Party may request a break in order to speak privately with an Advisor. The Advisor may not speak for the Responding party, serve as a witness, provide evidence, delay or otherwise interfere with the University's resolution process.

B. "Advocate" means a registered, University degree-seeking Student designated to assist a Responding Party. The role of an Advocate includes:
   1. Providing confidential advice to the Responding Party.
   2. Making brief opening and closing statements.
   3. Questioning parties and witnesses, including Reporting Parties, pursuant to the applicable procedures.
   4. Following a determination of responsibility, the Advocate may make recommendations regarding Sanctions, if appropriate.

C. "Aggravating Factor" means a factor that may be considered in determining Sanctions. Aggravating Factors may include, but are not limited to, the degree of premeditation and/or planning on the part of the Responding Party's behavior; the nature of the violation; the severity of any resulting damage, injury, or harm; providing false information in the resolution process; and the past disciplinary record of the Responding Party.

D. "Community Advocate" means a registered, University degree-seeking Student who is trained to assist or represent the Reporting Party and present disciplinary matters at Student Conduct Board hearings. Their responsibilities include providing brief opening and closing statements, presenting evidence, and other duties as requested by a Student Conduct Board. The Community Advocate performs their responsibilities under the oversight of the Office of Student Conduct.

E. "Days" means business weekdays when the University is not closed.

F. "Knowingly" means consciously engaging in specific conduct, regardless of whether the individual understood the conduct was a violation of the *Code*.

G. "Mitigating Factor" means a factor that may be considered in determining Sanctions. A Mitigating Factor is present either at the time the violation occurred, or after the violation when a Responding Party engages in substantial activities to increase their knowledge or

prevent future violations. Mitigating Factors include the steps the Responding Party has taken to address their behavior.

H. "Referral" means a report, complaint, or allegation of Prohibited Conduct against a Student, Student Group, or Student Organization.

I. "Reporting Party" means an individual(s) who has (have) referred a Student, Student Group, Student Organization, or incident to the Office of Student Conduct based on an alleged violation of the *Code*.

J. "Responding Party" means a Student, Student Group, or Student Organization alleged to have committed a violation of this *Code*.

K. "Student" means either a person enrolled in or auditing courses at the University on a full-time or part-time basis or a person who may not be enrolled but has a continuing academic relationship with the University.

L. "Student Group" means a ~~number~~ **group** of persons who are associated with each other but who do not have status as an officially recognized Student Organization**, in which two or more of the members are students**.

M. "Student Organization" means a group of persons who are associated with each other and who have complied with University requirements for Student Organization registration **or are established by the University (such as athletic teams and the marching band), in which two or more of the members are students**.

N. "Support Person" means a person chosen by a Responding Party to provide emotional and logistical support. A Support Person cannot be an active participant or witness in the resolution process.

O. "University" means the University of Maryland, College Park.

P. "University-sponsored Activity" means any activity on or off-campus which is initiated, aided, authorized, or supervised by the University.

Q. "University Premises" means buildings or grounds owned, leased, operated, controlled, or managed by the University.

IV. NO CONTACT ORDERS

The Director of Student Conduct has authority to implement, modify, and terminate No Contact Orders against Students, regardless of whether a Referral of Prohibited Conduct is made under this *Code*, and consistent with all other applicable University policies and procedures. The Director of Student Conduct may consult with other University officials regarding No Contact Orders. No Contact Orders are typically mutual between two or more individuals and are designed to prevent individuals from engaging in direct or indirect communication with each

other. They are typically non-punitive in nature and are not considered a Sanction, unless ordered otherwise. No Contact Directives are effective immediately without prior notice to Students whenever there is evidence that the continued interaction of the Student with other particular members of the University community poses a substantial threat to themselves or others, or to the stability and continuation of normal University operations including but not limited to individuals' educational or work environments. No Contact Orders may, but are not required to be, implemented as an Interim Measure under this *Code*. No Contact Orders may remain in place following the conclusion of any relevant University proceeding. Violations of No Contact Orders may constitute a violation of this *Code*.

V. STUDENT RIGHTS AND RESPONSIBILITIES

A. Standards of Conduct

When Students choose to enroll at the University of Maryland, they accept the rights and responsibilities of membership in the University community both on and off-campus. Students at the University of Maryland are expected to uphold the values of the University by conducting themselves in accordance with University policies and procedures.

B. Student Rights

The Office of Student Conduct provides a fair and balanced University process for resolving allegations of Student Prohibited Conduct. Students will be treated fairly and with dignity and respect without regard to race, color, sex, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability, religion, protected veteran status, genetic information, personal appearance, or any other legally protected status, as outlined in the University's non-discrimination policies.

The focus of the Student Conduct Review Process is to resolve allegations of Student Prohibited Conduct. Students have the right to be notified of the allegations and specific policies they are alleged to have violated, to have access to the information underlying the allegation(s), and to have an opportunity to respond.

C. Student Responsibilities

1. Balancing Students' rights with their responsibilities as members of the University community is imperative to creating mature and engaged citizens. All Students are expected to understand and follow University policies and procedures as well as to comply with applicable federal, state, and local laws. Due to the high expectations the University has of its community members, responsibilities set forth in University policies may exceed federal, state, or local requirements.
2. University email is the primary means the Office of Student Conduct uses to communicate with Students. Students are responsible for reading all official communications delivered to their University email address and are advised to check their email regularly for University communications, including those from the Office

of Student Conduct.

VI. STANDARD OF EVIDENCE

The preponderance of the evidence standard will be used to determine responsibility for *Code* violations. Preponderance of the evidence means that based on the totality of the information presented, it is more likely than not that the violation occurred. Sanctions are imposed according to the nature and severity of the violation.

VII. PROHIBITED CONDUCT

This list of "Prohibited Conduct" is provided to inform Students, Student Groups, and Student Organizations of behaviors that are not permitted. The list should be read broadly and is not designed to define Prohibited Conduct in exhaustive terms. Attempts to commit acts prohibited by this *Code* may be reviewed and sanctioned to the same extent as completed violations.

A. Offenses Against Persons
   1. Intentionally or recklessly causing physical harm to any person, or intentionally or recklessly causing reasonable expectation of such harm.
   2. Engaging in hazing activities as prohibited by VI-1.00(K) University of Maryland Policy and Procedures on Hazing.
   3. Intentionally and substantially interfering with the lawful freedom of expression of others. (Demonstrations, rallies, leafleting, and equivalent activity are addressed by VI-4.10(A) University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces, Appendix A – Guidelines for Expressive Activity.)

B. Alcohol and Other Drug Offenses

   "Controlled substance" and "illegal drugs" are defined by Maryland and federal law.
   1. Unauthorized distribution of any controlled substance or illegal drug, or the production, manufacture, or possession of any controlled substance or illegal drug for purposes of unauthorized distribution.
   2. Unauthorized use, production, manufacture, or possession of any controlled substance or illegal drug.
   3. Providing alcohol or alcoholic beverages to a person under the legal age of consumption or possession.
   4. The illegal or unauthorized consumption, possession, or sale of alcohol or alcoholic beverages.
   5. Operating a motor vehicle while intoxicated or impaired by alcohol or other drugs.

C. Property Offenses
   1. Theft of property, services, or resources, or the unauthorized use of services to which one is not entitled.
   2. Knowingly possessing stolen property.
   3. Intentionally or recklessly destroying, damaging, vandalizing, tampering with, or defacing University property or the property of others.

4. Trespassing on or the unauthorized use of facilities, property, or resources.

D. Community Offenses
   1. Unauthorized on-campus or illegal off-campus use, possession, or storage of any weapon or explosive. The term "weapon" includes any object or substance designed to inflict a wound, cause injury, or incapacitate, including but not limited to, all firearms, pellet guns, switchblade knives, and knives with blades five (5) or more inches in length.
   2. Intentionally initiating or causing any false report, warning, or threat of fire, explosion or other emergencies.
   3. Rioting, assault, theft, vandalism, fire setting, or other serious misconduct:

      a. related to a University-sponsored event, occurring on- or off-campus, that results in harm to persons or property; or

      b. which otherwise poses a threat to the stability of the campus or campus community

      Such conduct may result in disciplinary action regardless of the existence, status, or outcome of any criminal charges in a court of law.

   4. Engaging in disorderly or disruptive action that interferes with University or community activities, including but not limited to studying, teaching, research, and University administration.
   5. Intentionally or recklessly misusing or damaging fire safety equipment.
   6. Unauthorized setting of fires on University Premises.
   7. Unauthorized use or possession of fireworks.
   8. Public urination or defecation.

E. Offenses Against University Operations
   1. Intentionally furnishing false information to the University or law enforcement officials acting in performance of their duties.
   2. Making, possessing, providing, or using any forged, altered, or falsified University document.
   3. Failure to comply with a directive of University officials, including law enforcement officials acting in the performance of their duties.
   4. Knowingly violating the terms of any Sanctions imposed in accordance with this *Code* or by the Office of Student Conduct in accordance with other University policies.

F. Other Offenses
   1. Conviction, a plea of no contest, acceptance of responsibility or acceptance of punishments in state or federal court for a crime (other than a minor traffic offense) not otherwise prohibited by this *Code*.
   2. Making, possessing, providing, or using any forged, altered, or falsified instrument of identification.

3. Violation of published University regulations or policies that do not have governing resolution procedures, including but not limited to use of vehicles, campus demonstrations, misuse of identification cards, acceptable use of technology resources, and access to University resources.
4. Violation of rules addressing conduct in the resident halls, whether or not such conduct is also subject to proceedings under such residence hall rules and procedures.

VIII. SANCTIONS

Students found responsible for Prohibited Conduct under this *Code* are subject to Sanctions. The aims of Sanctions are to protect the campus community, deter future offenses, promote individual accountability, and enhance ethical development. Reasonable efforts are made to educate and support Students in reaching their academic and personal goals while fostering a climate of accountability and responsibility for one's actions. However, the University is not designed nor equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or others.

A. The following sanctions may be imposed by the Director of Student Conduct for violations of the *Code*:
   1. Expulsion: permanent separation of the Student from the University. A permanent notation will appear on the Student's transcript. The Student may also be barred from University Premises. (Expulsion requires administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion.)
   2. Suspension: separation of the Student from the University for a specified period of time. A permanent notation will appear on the Student's transcript. The Student shall not participate in any University-sponsored Activity and may be barred from University Premises during the period of Suspension. Suspended time will not count against any time limits required by the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Dean of Students who may be alter, defer, or withhold the Suspension.)
   3. Disciplinary Probation: a designated period of time in which the Student may be prohibited from representing the University in any extracurricular activity or from running for or holding office in any Student Organization or University organization, or a Student Group or Student Organization may face restrictions. Additional restrictions or conditions may also be imposed.
   4. Disciplinary Warning: written notice to the Responding Party that further Prohibited Conduct may result in more severe disciplinary action.
   5. Educational Assignments: a Sanction that may be imposed in addition to those specified above with the intent of providing the Responding Party with learning, assistive, or growth opportunities, as well as restoring any harm caused to the community. Alcohol or other drug education, research or reflective assignments, community service, values/ethics-based activities, or other Sanctions may be assigned.
   6. Other Sanctions: other outcomes may be imposed in addition to those specified above. For example, Responding Parties may be subject to temporary or permanent loss of housing privileges in University-owned residence units, restrictions or denial

of driving privileges for Prohibited Conduct involving the use or registration of motor vehicles, and/or other restrictions and Sanctions as determined by the Director of Student Conduct. Responding Parties may also be required to pay fines or to make payments to the University or to other persons, groups, or organizations as restitution for damages incurred as a result of a violation of this *Code*. Student Groups or Student Organizations may be subject to social moratorium (prohibited from hosting, sponsoring, or attending events where alcohol is present), or other relevant restrictions and Sanctions as determined by the Director of Student Conduct.

B. Repeated or aggravated violations of any section of this *Code* may also result in Suspension or Expulsion in the imposition of lesser Sanctions as deemed appropriate.

C. Consistent with V-8.00 University System of Maryland Policy on Event-Related Student Misconduct, any decision to impose a Sanction less than Suspension or Expulsion for event-related Prohibited Conduct as prohibited by Section VII.D.3 of this *Code* must be supported by written findings signed by the Vice President for Student Affairs. A Student suspended under this section shall not be admitted to any other institution in the University of Maryland System during the term of the Suspension. A Student expelled under this section shall not be admitted to any other institution in the University of Maryland System for at least one year from the effective date of the Expulsion.

D. The University considers Prohibited Conduct motivated in whole or in part because of an individual or group characteristic or status, or the perception of an individual or group characteristic or status, protected by the University's non-discrimination policies to be an Aggravating Factor, which may subject the Responding Party to a more severe Sanction than would be imposed in the absence of such motivation.

IX. STUDENT CONDUCT REVIEW PROCESS

A. This section provides general information and an overview of the Student Conduct Review Process. Not all cases are the same, and allegations differ in their severity and complexity. However, the Office of Student Conduct endeavors to treat similar facts and circumstances consistently.

B. Certain conduct may constitute both a violation of law and a violation of this *Code*. Therefore, Students may be accountable to both criminal authorities and the University as a result of the same conduct or incident. The University's Student Conduct Review Process differs from legal civil or criminal proceedings. Disciplinary action at the University will normally move forward before or during criminal proceedings and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

The same conduct may also result in civil litigation. Civil litigation is separate and independent from any University process under this *Code*, and the resolution of any civil legal action that does not involve the University by settlement or other means will not resolve a University action for violation of the *Code*.

C. Referral

1. Anyone may refer a Student, Student Group, or Student Organization suspected of violating this *Code* to the Office of Student Conduct. Written Referrals are preferred.

   The Office of Student Conduct will review all Referrals for reasonable cause. This means the Office will review the allegations to determine whether the allegations, if substantiated, would amount to Prohibited Conduct in violation of the *Code*. If the Office of Student Conduct determines that reasonable cause exists, the Reporting Party should expect to be a participant and provide pertinent information in any future proceedings. In the absence of a determination that there is reasonable cause to proceed, the case may be dismissed.

2. There are no time restrictions on reporting potential *Code* violations to the Office of Student Conduct. However, individuals are encouraged to report incidents as soon as they occur so witnesses can be identified and important information and documents preserved, if there is a reasonable cause determination and the Office of Student Conduct determines to move forward.
3. A Reporting Party may remain anonymous; however, anonymity may limit the University's ability to investigate and respond to a Referral.
4. Retaliation against anyone for reporting an alleged violation of this *Code* is strictly prohibited and persons who retaliate will be considered for further disciplinary action.

D. Interim Measures

Based on the nature and circumstances of the Referral, the Director of Student Conduct, in consultation with appropriate University administrators, may authorize Interim Measures to ensure the safety and well-being of the parties and others in the University community, as appropriate including but not limited to the following:

1. Interim Suspension: The Director of Student Conduct may suspend a Student for an interim period pending the resolution of disciplinary proceedings. This Interim Suspension may become effective immediately without prior notice to the Student whenever there is evidence that the continued presence of the Student in the University community poses a significant threat to themselves or others, or to the stability and continuation of normal University operations. The Student will be offered an opportunity to meet with the Director of Student Conduct to review the reliability of the information within five (5) Days from the effective date of the Interim Suspension. However, there is no guarantee that the Student will be permitted to return to campus.
2. Cease and Desist: A Cease and Desist notice may be issued to Student Groups or Student Organizations whose continued operation poses a threat to the health and safety of the University community. Directives to Cease and Desist may be effective immediately without prior notice to the Student Group or Student Organization if there is evidence that the continued presence and operation of the Student Group or Student Organization poses a substantial threat to the health and safety of their members or others in the community (e.g., hazing allegation).

3. No Contact Orders: No Contact Orders may be implemented as an Interim Measure in accordance with Section IV of this *Code*.

E. Preliminary Interview
   1. After determining reasonable cause exists, the Office of Student Conduct or the Office of Rights and Responsibilities will contact the Responding Party and request that they attend a Preliminary Interview. The purpose of the Preliminary Interview is to review the allegations with the Responding Party and to assist the Responding Party in understanding the Student Conduct Review Process. Responding Parties may discuss the alleged incident during the Preliminary Interview; however, they are not required to do so. Relevant information shared in a Preliminary Interview may become part of the case file for future proceedings.
   2. The officers, leaders, or any identifiable spokespersons for the Student Group or Student Organization may be directed by the Director of Student Conduct to act on the Student Group or Student Organization's behalf as the Responding Party.
   3. The Director of Student Conduct may initiate, defer, or dismiss allegations of Prohibited Conduct against a Responding Party regardless of whether they choose to attend or discuss the alleged incident during the Preliminary Interview. A deferral of disciplinary proceedings may not exceed a period of 90 days, and may be conditional.

F. Notice of Resolution Procedures
   1. The Office of Student Conduct and/or the Office of Rights and Responsibilities will review Referrals to determine whether the alleged Prohibited Conduct might result in Suspension or Expulsion from the University. Alleged Prohibited Conduct which results in or could have foreseeably resulted in significant injury to persons or damage to property, or which otherwise poses a substantial threat to the stability and continuation of normal University or University-sponsored Activities, may result in a Student's Suspension or Expulsion.
   2. The Office of Student Conduct will advise the Responding Party of the alleged Prohibited Conduct and the range of Sanctions that might be imposed if the Responding Party is found responsible for the violation.
   3. The Office of Student Conduct will advise the Responding Party of the Resolution Process options based on the alleged Prohibited Conduct.

      a. Responding Parties who face potential Suspension or Expulsion have the right to a hearing before the appropriate Student Conduct Board. The Responding Party may appeal a Student Conduct Board hearing outcome resulting in a determination of responsibility, regardless of the Sanction imposed.

         Responding Parties who face potential Suspension or Expulsion may waive their right to a Student Conduct Board hearing and proceed to have their case resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. Responding Parties who waive their right to a Student Conduct Board hearing remain subject to the full range of Sanctions. The Responding Party may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion or

Suspension is imposed.

b. Responding Parties who do not face potential Suspension or Expulsion do not have a right to a hearing before a Student Conduct Board. Such cases are resolved in a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto), or in Alternative Resolution if applicable. In these cases, all outcomes are considered final and may not be appealed.

G. Alternative Resolution Options

The Office of Student Conduct may develop Alternative Resolution options, which may include options such as restorative justice practices, mediation, or an informal resolution agreement. At the discretion of the Office of Student Conduct, the Responding Party may be permitted to have their case resolved in an Alternative Resolution option without participating in a formal resolution proceeding through a Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board.

If an Alternative Resolution option is utilized and resolves the matter, the Responding Party waives the right to appeal the outcome, including any agreement, if applicable.

X. DISCIPLINARY CONFERENCE AND DISCIPLINARY CONFERENCE BOARD

A. A Disciplinary Conference is a resolution meeting between the Responding Party and the designee(s) assigned by the Director of Student Conduct who is (are) resolving the matter. Responding Parties participating in Disciplinary Conferences receive the following procedural protections:
   1. At least three (3) Days advance written notice of the alleged *Code* violation(s) and the scheduled Disciplinary Conference;
   2. Reasonable access to the case file prior to and during the Disciplinary Conference;
   3. An opportunity to respond to the allegations and bring forward any documentation, witnesses, or information on their behalf; and
   4. The option to be assisted by an Advocate or Advisor, and accompanied by a Support Person, of their choosing.
   5. The Responding Party will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph C below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.

B. The Director of Student Conduct may refer complex or contested cases to a Disciplinary Conference Board for resolution. A Disciplinary Conference Board consists of two Students from the University Student Judiciary and a staff member from the Office of Student Conduct. All procedures applicable to Disciplinary Conferences will apply to Disciplinary Conference Board proceedings.

Following Disciplinary Conference Board proceedings, the Responding Party and the

Office of Student Conduct will be notified in writing of the outcome, including any Sanction determination, if applicable. If an appeal is permissible pursuant to subparagraph C below, a brief written report of the responsibility determination and Sanction, including any Aggravating Factors or Mitigating Factors that were considered, will be provided.

C. Appeal
   1. A Responding Party who is before a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) because they are not facing potential Suspension or Expulsion and therefore do not have a right to a Student Conduct Board hearing, may not appeal the outcome of the Disciplinary Conference or Disciplinary Conference Board. The Disciplinary Conference or Disciplinary Conference Board outcome is final.
   2. A Responding Party who is facing potential Suspension or Expulsion and opts for a Disciplinary Conference (or Disciplinary Conference Board, if referred thereto) in lieu of a Student Conduct Board hearing, may appeal the Disciplinary Conference or Disciplinary Conference Board outcome only if a Sanction of Expulsion or Suspension is imposed.
   3. The Reporting Party cannot appeal the outcome.

XI. STUDENT CONDUCT BOARDS

In Student Conduct Board hearings, a designated panel of board members hears a case, determines facts, renders a decision, and recommends Sanctions to the Office of Student Conduct. Student Conduct Boards have an integral role in the Student Conduct Review Process. The University Student Judiciary is a diverse group of Students specifically trained in the *Code* and matters related to the University's Student Conduct Board process. The University Student Judiciary operates under the direction of the Office of Student Conduct. Students selected for Student Conduct Boards are selected according to procedures developed by the Director of Student Conduct. Selected Students assume positions of responsibility in the University Student Judiciary for the express purpose of providing Student perspective as a part of the Student Conduct Review Process. Final authority for resolving matters under the *Code*, however, is vested in the Office of Student Conduct.

A. Types of Student Conduct Boards
   1. Resident Board: A panel of three (3) Students from the University Student Judiciary and a non-voting Presiding Officer that hears cases involving alleged violations of the *Code* when the incident occurs in or around the residence halls and/or on-campus University-affiliated housing owned by, leased from, operated in cooperation with, or supervised by the University.
   2. Central Board: A panel of three (3) Students of the University Student Judiciary and a non-voting Presiding Officer that hears cases involving violations of this *Code* that are not referred to the Resident Board or resolved in a Disciplinary Conference or by a Disciplinary Conference Board.
   3. Ad-Hoc Board: A panel appointed at the discretion of the Director of Student Conduct when a Resident Board or the Central Board is unable to convene in a timely

manner. An Ad-Hoc Board shall be comprised of three (3) members, one of whom may be the Presiding Officer who serves as a voting member, and include at least one Student.

B. All Student Conduct Board hearings are facilitated by a Presiding Officer. The Presiding Officer is a member of the Board whose role is to exercise control over the proceedings for the purpose of time management and an orderly completion of the hearing. The Presiding Officer may be a trained member of the University Student Judiciary or a staff designee as selected by the Director of Student Conduct. In cases of the Central or Resident Board, the Presiding Officer is a non-voting member. In cases where there is an Ad-Hoc Board, the Presiding Officer serves as a voting member.

C. All Student Conduct Boards may be advised by a University staff member as designated by the Director of Student Conduct. A Board Advisor is a non-voting member of the Board and has all the privileges of Board members, including the ability to comment on questions of procedure and on the relevance of evidence, and will otherwise assist in the administration of the hearing.

D. University Student Judiciary members alleged to have violated this *Code*, a University policy, or with a criminal offense may be suspended from their University Student Judiciary positions by the Director of Student Conduct while allegations are pending. Students found responsible for *Code* violations or convicted of criminal offenses may be removed from further participation in the University Student Judiciary by the Director of Student Conduct. Additional grounds and procedures for removal may also be set forth in the bylaws of the University Student Judiciary.

XII. STUDENT CONDUCT BOARD HEARING PROCEDURES

A. The following procedural guidelines shall be applicable in Board hearings:
   1. Responding Parties shall receive written notice of the specific alleged policy violation(s) and a hearing date at least five (5) Days in advance of the hearing. Hearing dates are scheduled in consultation with the parties whenever possible.
   2. Responding Parties will have reasonable access to their case file maintained in the Office of Student Conduct prior to their hearing.
   3. Responding Parties who fail to appear at a hearing after proper notice will have a response of "no contest" to the allegations against them entered into the record on their behalf. An outcome determination may be made without the participation or presence of the Responding Party at a hearing.
   4. All hearings are closed to the public.
   5. Hearings may be recorded or transcribed by the Office of Student Conduct, and no other recordings will be permitted. Recordings and transcripts are maintained in the Office of Student Conduct for the purpose of permitting a review by appellate bodies and by staff members in the Office of Student Conduct.
   6. Prior to the start of a hearing, any party may challenge a Student Conduct Board member's participation based on a potential conflict of interest. Board members may be disqualified due to a conflict of interest upon a majority vote of the remaining

members of the Board conducted by secret ballot or by the decision of the Director of Student Conduct. In the case of a tie among the remaining members of the Board, the issue will be referred to the Director of Student Conduct for decision.

7. Formal rules of evidence are not applicable to Student Conduct Board hearings. The Presiding Officer of each Student Conduct Board shall admit all evidence, meaning documents, other information, and witnesses, into consideration which reasonable persons would accept as relevant, significant, and important to the issues being decided in the case. Unnecessarily repetitious, irrelevant, or prejudicial information or witnesses may be excluded at the discretion of the Presiding Officer.
8. Responding Parties may be assisted by an Advisor and an Advocate, and accompanied by a Support Person. As a general practice, Board hearings will not be delayed due to the unavailability of an Advocate, Advisor, or Support Person.
9. Both parties will be provided an opportunity to question witnesses who provide information at hearings.
10. Student Conduct Board deliberations.

    a. Student Conduct Board deliberations are private, and the parties are excluded.

    b. Responsible or Not Responsible Determination
        i. The Student Conduct Board shall find the Responding Party not responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that there is not a preponderance of the evidence to support a conclusion that the Prohibited Conduct occurred. The Board will make an outcome determination that the Responding Party was found not responsible, and the matter is concluded.
        ii. The Student Conduct Board shall find the Responding Party responsible for Prohibited Conduct if, by a majority vote of the Board members, the Student Conduct Board determines that the preponderance of the evidence supports a conclusion that the Prohibited Conduct occurred.
        iii. The parties will be informed of the Student Conduct Board's determination of responsibility. If there is a finding of responsibility, the parties will be given an opportunity to submit documentation or make statements concerning appropriate Sanctions.

    c. If there is a determination of responsibility, the Student Conduct Board shall hold a separate session to consider Sanction recommendations, during which it may consider Aggravating Factors and Mitigating Factors and documentation or statement provided by the parties. The past disciplinary record of the Responding Party will not be provided to the Student Conduct Board prior to a determination of responsibility but may be shared with the Student Conduct Board for its consideration for recommending Sanction(s).

11. Final decisions of all Student Conduct Boards shall be by a majority vote of the members present and voting. A tie vote on a determination of responsibility for a *Code* violation will result in a finding of "not responsible."
12. Final decisions of all Student Conduct Boards, including the determination of

responsibility and Sanction recommendation, if applicable, will be accompanied by a brief written report provided to the Office of Student Conduct. The brief written report will include any Aggravating Factors or Mitigating Factors that were considered.

B. Final Outcome Notification

Based on the Student Conduct Board determining the Responding Party is responsible for Prohibited Conduct and consideration of the Board's Sanction recommendation, the Director of Student Conduct will impose an appropriate Sanction.

The Office of Student Conduct will notify the Responding Party in writing of the final outcome, including the imposed Sanction and a copy of the written report of the Student Conduct Board.

C. Appeal
1. A Responding Party who is found responsible by a Student Conduct Board may appeal the responsibility determination and imposed Sanction as provided in the Appeals section of this *Code*, regardless of the Sanction imposed.
2. The Reporting Party cannot appeal a final outcome determination.

D. Witnesses
1. The Presiding Officer of any Board may direct a witness to appear before the Board upon the request of any Student Conduct Board member, at the request of either party, or at the request of the Board Advisor. Directives for witnesses to appear must be approved by the Director of Student Conduct. University Students and employees are expected to comply with a request to appear before a Student Conduct Board unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal University activities.
2. If the Director of Student Conduct determines that a fair hearing cannot be held without the testimony of a particular witness and after good faith attempts are made to notify the witness, if the witness either fails to or refuses to appear, the hearing will be postponed until the witness agrees to appear or the allegations will be dismissed.

    a. A witness who is unable to attend the hearing, may submit a signed statement to the Office of Student Conduct prior to the hearing. Statements will not be admitted into the proceedings unless verified by the witness in the presence of a staff member in the Office of Student Conduct or a person designated by the Director of Student Conduct.

3. Witnesses will be asked to sign an 'Honesty Statement' affirming that the information they present during the hearing will be truthful and accurate. Students who Knowingly provide false information may be charged with a violation under this *Code*.
4. Prospective witnesses, other than the Responding Party and the Reporting Party, may be excluded from the hearing during the testimony of other witnesses.

5. Witnesses should expect to be questioned by the Reporting Party, Responding Party, the respective Advocates, and Board members (including Board Advisor, if applicable) during hearing proceedings.

XIII. APPEALS

Appeals are not intended to allow for a second review of the facts of the matter and determination whether the Responding Party is responsible for Prohibited Conduct. A review of the matter on appeal will be prompt and narrowly tailored to the stated Grounds for an Appeal outlined below. Mere dissatisfaction with the responsibility and Sanction outcome is not a valid basis for appeal. In most cases, appeal reviews and considerations are confined to a review of the written record and the submissions in support of or against the appeal. In all matters, deference shall be given to the determinations of the Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference, as applicable.

A. Submission of an Appeal
   1. A Responding Party may appeal the determination of responsibility and/or the Sanction imposed if:

      a. The Responding Party had a hearing with a Student Conduct Board; or

      b. The Responding Party had a Disciplinary Conference or Disciplinary Conference Board and received a Sanction of Suspension or Expulsion.

   2. An appeal must be submitted in writing within five (5) Days from the date of the Office of Student Conduct's written notice of the final outcome. Appeals submitted after five (5) Days shall be denied. At the discretion of the Director of Student Conduct, extensions may be granted with written permission in extenuating circumstances. The Director of Student Conduct has the discretion to defer the imposition of Sanctions pending any appeal.
   3. If the Responding Party does not submit an appeal, the responsibility determination and Sanctions become final five (5) Days from the date of the Office of Student Conduct's written notice.

B. Grounds of an Appeal shall be limited to:
   1. Substantial Procedural Error: Procedural errors or errors in interpretation of University policy that were so substantial as to effectively deny a Responding Party notice or a fair opportunity to be heard. Deviations from procedures that were not so substantial as to deny a Responding Party notice or a fair opportunity to be heard will not be a basis for granting an appeal.
   2. Disproportionate Sanction: The Sanction is substantially disproportionate to the offense, which means it is far in excess of what is reasonable given the facts or the circumstances of the violation.
   3. Arbitrary and Capricious: An arbitrary and capricious decision is a decision without a rational basis or that is not supported by any evidence in the record.
   4. New Evidence: New and significant relevant information has become available which

a reasonably diligent person could not have discovered before or during the original Student Conduct Board, Disciplinary Conference Board, or Disciplinary Conference proceeding.

a. When the basis of the appeal is new evidence, the appellate body will determine whether the information is new and was unavailable at the time of the proceeding. If the appellate body determines that the information is not new and was available at the time, the appeal will be denied.

b. If the information is determined to be new and unavailable at the time of the proceeding, the appellate body will consider whether the new information could have changed the outcome of the original proceeding.

c. If it is determined that the outcome could have been impacted by the new evidence, the case will be sent back to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, as applicable, for further review.

5. Unanticipated Disparate Impact of the Sanction: The Sanction has an unanticipated disparate impact on a Responding Party that exceeded the intention of the imposed Sanction.

C. Appeal Screening
   1. Appeals will be screened by the Director Office of Student Conduct, and only those appeals that meet the Grounds for an Appeal provided in this *Code* will be forwarded to the appropriate appellate body for review.
   2. The Responding Party will have three (3) Days to correct an appeals submission, if they are advised that the initial submission does not state sufficient Grounds for an Appeal.

D. Response from the Office of Student Conduct

   Upon receipt of the Responding Party's appeal, the Office of Student Conduct will provide a response to the appeal within five (5) Days.

E. Review of the Appeal
   1. Appeals of decisions resulting in Suspension or Expulsion will be decided by the University Senate Student Conduct Committee Appellate Body, which is composed of three (3) members from the Student Conduct Committee including at least one Student.
   2. Appeals of decisions resulting in Sanctions other than Suspension or Expulsion will be decided by the Appellate Board, which is a branch of the University Student Judiciary composed of three (3) Students.

F. The appellate body will consider the appeal and may:
   1. Affirm the Decision and the Sanction outcome(s) imposed;

2. Affirm the Decision and reduce, but not eliminate, the Sanction outcome(s) imposed;
3. Remand the case to a new Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board, if there was substantial procedural error;
4. Remand the case to the original Disciplinary Conference, Disciplinary Conference Board, or Student Conduct Board in accordance with procedures outlined under "New Evidence;" or
5. Dismiss the case if the decision is determined to be arbitrary and capricious.

G. Sanctions of Expulsions or Suspensions affirmed by the Senate Student Conduct Committee Appellate Body require administrative review and approval by the Dean of Students who may alter, defer, or withhold the Expulsion or Suspension. Sanctions other than Expulsions or Suspensions affirmed by the Appellate Board require administrative review and approval by the Director of Student Conduct who may alter, defer or withhold the Sanction.

XIV. DISCIPLINARY RECORDS

A. Students, Student Groups, and Student Organizations found responsible for violations of this *Code* will have a disciplinary record. Disciplinary records are maintained by the Office of Student Conduct for a period of three (3) years from the date of the letter providing notice of the final outcome and disciplinary action. Disciplinary records may be retained for longer periods of time or permanently, if specified in the Sanction. Disciplinary records of Students, Student Groups, and Student Organizations with a Sanction of Suspension or Expulsion will be retained permanently unless otherwise specified.

B. Students may petition the Office of Student Conduct to void their disciplinary record early, for good cause. Students are eligible to petition to void their disciplinary record six (6) months from the date of the letter providing notice of final disciplinary action if the following criteria are met:
1. all Sanctions have been satisfactorily completed; and
2. the Student must not have any new or pending disciplinary issues.

C. Factors to be considered in review of such petitions include but are not limited to:
1. Review and assessment of a completed submission of a "Petition to Void Disciplinary Record," which should include the Student's learning and growth since the time of the incident;
2. the conduct of the Student subsequent to the Prohibited Conduct; and
3. the nature of the Prohibited Conduct and the severity of any resulting damage, injury, or harm.

D. Disciplinary records retained for less than ninety (90) calendar days or designated as "permanent" shall not be voided without unusual and compelling justification.

E. Denials of petitions to void disciplinary records can be appealed to the Senate Student Conduct Committee Appellate Body, which will consider the appeal using the Grounds

for an Appeal outlined in the Appeals section of this *Code*. Such an appeal must be submitted in writing within five (5) Days from the date of the letter providing notice of the original denial of the petition.

F. In situations with unusual and compelling justification, the Director of Student Conduct has discretionary authority to alter, defer, or withhold a Sanction that has been previously imposed pursuant to the provisions of this *Code*, except the Director may not impose a stricter Sanction than was previously imposed pursuant to this authority. The Director of Student Conduct shall consult with the Dean of Students in cases of Suspension or Expulsion and may consult with other University administrators as appropriate in all cases. There shall be no right to appeal a denial of a request to alter, defer, or withhold a Sanction under this provision.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: April 21, 2025

Review of the Interim UMD Equal Employment Opportunity and Affirmative Action Statement of Policy, VI-1.00(A)

NAME/TITLE	University Human Resources and Office of Diversity and Inclusion		
EMAIL		PHONE	
UNIT	University Human Resources and Office of Diversity and Inclusion	CONSTITUENCY	

DESCRIPTION OF ISSUE

On January 21, 2025, presidential executive order (EO) #14173 was signed which necessitated updates to the *University of Maryland (UMD) Equal Employment Opportunity and Affirmative Action Statement of Policy, (VI-1.00[A])*. The policy was reviewed with input from University Human Resources, Office of General Counsel and Office of Diversity and Inclusion to update it to ensure the university's policy is in compliance with the EO 14173.

The *UMD Equal Employment Opportunity and Affirmative Action Statement of Policy, (VI-1.00[A])* was amended with technical and legal updates. The interim policy went into effect on April 21, 2025 pending Senate review.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The policy was reviewed with input from University Human Resources, Office of General Counsel and Office of Diversity and Inclusion before being finalized and approved as an interim policy by the President on April 21, 2025 pending Senate review. The changes made were technical and legal in nature. The updates ensure that the policy is consistent with current federal regulations.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

The interim policy needs Senate review to codify the technical and legal updates. It is suggested that it be reviewed be conducted by the Senate Campus Affairs Committee.

ADDITIONAL INFORMATION

Relevant links:

U.S Presidential Executive Order 14173

Current as amended *UMD Equal Employment Opportunity and Affirmative Action Statement of Policy (VI-1.00([A])*

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

VI-1.00(A) UNIVERSITY OF MARYLAND EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT OF POLICY
(Approved by the President August 1, 1991; updated May 13, 2002; updated October 15, 2014; updated and approved on an interim Basis April 18, 2016; updated March 24, 2017; **updated April 21, 2025**)

It is the policy of the University of Maryland not to discriminate or allow the harassment of employees or applicants on the basis of sex, gender identity or expression, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected Veteran status, age, genetic information, or any other characteristic protected by law with regard to any employment practices, including recruitment, advertising, job application procedures, hiring, upgrading, training, promotion, transfer, compensation, job assignments, benefits, and/or other terms, conditions, or privileges of employment, provided the individual is qualified, with or without reasonable accommodations, to perform the essential functions of the job. This policy applies to all jobs at the University of Maryland. The University of Maryland will continue to ensure that individuals are employed, and that employees are treated during employment, without regard to any of the above characteristics or any other characteristic protected by law in all employment practices as follows:

Employment decisions at the University of Maryland are based on legitimate job related criteria. All personnel actions or programs that affect qualified individuals, such as employment, reclassification, demotion, transfer, recruitment, advertising, termination, rate of pay or other forms of compensation, and selection for training, are made without discrimination.

Employees may choose to voluntarily disclose their sex, race, national origin, disability, and protected Veteran status at any time ~~by contacting University Human Resources~~. Such information will be maintained in a confidential manner and will not be used against an individual when making any employment decisions. Employees and applicants with disabilities are encouraged to inform University Human Resources if they need a reasonable accommodation to perform a job for which they are otherwise qualified. The University of Maryland makes, and will continue to make, reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or employee to promote the employment of qualified individuals with disabilities.

The University of Maryland and its President are fully committed to ~~principals~~ **principles** of equal employment opportunity and affirmative action. The Assistant Vice President of University Human Resources in conjunction with the ~~Chief Diversity Officer~~ **Vice President for Diversity and Inclusion** is responsible for the implementation of the University of Maryland's affirmative action program. All managers and supervisors shall take an active part in the University of Maryland's affirmative action programs to ensure all qualified employees and prospective employees are considered and treated in a nondiscriminatory manner with respect to employment decisions. Furthermore, the University of Maryland strives to solicit the cooperation and support of all employees for the University of Maryland's Equal Employment Opportunity and affirmative action programs.

The University of Maryland's affirmative action programs include an audit and reporting system, which, among other things, uses metrics and other information to measure the effectiveness of the University of Maryland's programs. The University of Maryland~~'s Affirmative Action Officer~~ is responsible for periodically reviewing progress in the compliance and implementation of the University's affirmative action commitment and programs. In accordance with law, the University of Maryland affirmative action programs for qualified individuals with disabilities and protected Veterans are available for inspection in the University Human Resources office, Monday through Friday from 8:30 a.m. to 5:00 p.m. upon request.

In addition, employees and applicants for employment will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, filing a complaint, assisting or participating in an investigation, compliance review or hearing, or other activity related to the administration of Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, ~~Executive Order 11246,~~ all as amended, and/or any other federal, state, or local law or regulation regarding equal employment opportunity, opposing any act or practice made unlawful, or exercising any other right protected by such laws or regulations. The University of Maryland will not discharge or in any other manner discriminate against employees or applicants for employment because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant for employment. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions should not disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the University of Maryland's legal duty to furnish information.

VI-1.00(A) UNIVERSITY OF MARYLAND EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT OF POLICY

(Approved by the President August 1, 1991; updated May 13, 2002; updated October 15, 2014; updated and approved on an interim Basis April 18, 2016; updated March 24, 2017; updated April 21, 2025)

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Employment decisions at the University of Maryland are based on legitimate job related criteria. All personnel actions or programs that affect qualified individuals, such as employment, reclassification, demotion, transfer, recruitment, advertising, termination, rate of pay or other forms of compensation, and selection for training, are made without discrimination.

Employees may choose to voluntarily disclose their sex, race, national origin, disability, and protected Veteran status at any time. Such information will be maintained in a confidential manner and will not be used against an individual when making any employment decisions. Employees and applicants with disabilities are encouraged to inform University Human Resources if they need a reasonable accommodation to perform a job for which they are otherwise qualified. The University of Maryland makes, and will continue to make, reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or employee to promote the employment of qualified individuals with disabilities.

The University of Maryland and its President are fully committed to principles of equal employment opportunity and affirmative action. The Assistant Vice President of University Human Resources in conjunction with the Vice President for Diversity and Inclusion is responsible for the implementation of the University of Maryland's affirmative action program. All managers and supervisors shall take an active part in the University of Maryland's affirmative action programs to ensure all qualified employees and prospective employees are considered and treated in a nondiscriminatory manner with respect to employment decisions. Furthermore, the University of Maryland strives to solicit the cooperation and support of all employees for the University of Maryland's Equal Employment Opportunity and affirmative action programs.

The University of Maryland's affirmative action programs include an audit and reporting system, which, among other things, uses metrics and other information to measure the effectiveness of the University of Maryland's programs. The University of Maryland is responsible for periodically reviewing progress in the compliance and implementation of the University's affirmative action commitment and programs. In accordance with law, the University of Maryland affirmative action programs for qualified individuals with disabilities and protected Veterans are available for inspection in the University Human Resources office, Monday through Friday from 8:30 a.m. to 5:00 p.m. upon request.

In addition, employees and applicants for employment will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, filing a complaint, assisting or participating in an investigation, compliance review or hearing, or other activity related to the administration of Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, all as amended, and/or any other federal, state, or local law or regulation regarding equal employment opportunity, opposing any act or practice made unlawful, or exercising any other right protected by such laws or regulations. The University of Maryland will not discharge or in any other manner discriminate against employees or applicants for employment because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant for employment. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions should not disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the University of Maryland's legal duty to furnish information.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: May 6, 2025

Technical Amendments to the Interim University of Maryland Non-Discrimination Policy and Procedures (VI-1.00(B))

NAME/TITLE	Angela Nastase, Patty Perillo		
EMAIL	anastase@umd.edu	PHONE	301-405-1701
UNIT	Office of Civil Rights and Sexual Misconduct	CONSTITUENCY	Staff, Students, Faculty

DESCRIPTION OF ISSUE

The Office of General Counsel, the Office of Diversity and Inclusion, and the Division of Student Affairs, in collaboration with the Office of the President, request that the University Senate review and approve the technical update to policy VI-1.00 (B) University of Maryland Non-Discrimination Policy and Procedures. These updates have been approved by the President, on an interim basis, on May 1, 2025.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The redline updates are included in the attached copy of VI-1.00(B) University of Maryland Non-Discrimination Policy and Procedures. The changes would include adding the word “pregnancy” to the policy statement and updating a footnote regarding national origin. The changes to the policy would not affect the University's commitment to non-discrimination.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

The updates provide the University policy with vital clarifying language and help ensure the policy is consistent with best practices.

ADDITIONAL INFORMATION

N/A

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an interim basis October 1, 2015; Amended March 22, 2016; Amended and approved by the President May 6, 2016; Amended May 2, 2018; Technical amendments approved effective August 14, 2020; Amended and approved on an interim basis by the President August 23, 2021; Amended and approved on an interim basis by the President effective October 1, 2022; Technical and legal amendments March 10, 2025; **Technical amendments May 1, 2025**)

I. POLICY STATEMENT

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex[1], gender identity or expression, sexual orientation, **pregnancy,** marital status, age, national origin[2], political affiliation, physical or mental disability[~~2~~3], religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

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[1] Complaints of misconduct covered by the University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct (VI-1.60[A]) will be addressed under Policy and Procedures VI-1.60(A), as appropriate. When the Title IX Officer determines based on its initial assessment, or following a mandatory or permissive dismissal, that the alleged conduct would not constitute a potential violation under Policy and Procedures VI-1.60(A) if substantiated, the Title IX Officer may refer the report to another University process, including this Non-Discrimination Policy, as appropriate.

[2] **National origin includes one's actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity, or one's association with this national origin/ancestry. Discrimination on the basis of national origin includes, without limitation, antisemitism and Islamophobia.**

[3] The University's policy and procedures for requesting disability accommodations may be found in the University of Maryland Disability & Accessibility Policy and Procedures (VI-1.00[D]). Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

The **Office of Civil Rights & Sexual Misconduct** (OCRSM) shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online using the Discrimination Complaint Form on OCRSM's website here.

Office of Civil Rights & Sexual Misconduct (OCRSM)
University of Maryland
3101 Susquehanna Hall
4200 Lehigh Road
College Park, MD 20742-5031
E-mail: civilrights@umd.edu
Phone: 301-405-1142 | Fax: 301-405-2837
http://www.ocrsm.umd.edu

II. APPLICABILITY

This Policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This Policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; and/or
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; and
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred.

III. DEFINITIONS

"Day" means a business weekday when the University is not closed.

"Discrimination" is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual's opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual's employment or education.

"Harassment" is a form of Discrimination (as defined above) that encompasses unwelcome conduct based on a person's protected status. With the exception of the circumstances listed below, Harassment is severe or pervasive conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances.

Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not

limited to, the following, when based on a person's protected status and rises to the standard set forth above:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

When one of the following three circumstances is present, Harassment based on a person's protected status is not required to be severe or pervasive and may be established by showing that the alleged conduct was unwelcome and offensive:

1. when submission to the conduct is made either explicitly or implicitly a term or condition of employment of an individual;
2. when submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or
3. based on the totality of the circumstances, the conduct unreasonably creates a working environment for the worker that a reasonable person would perceive to be abusive or hostile.

"Personal Appearance" means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

"Retaliation" refers to action that is taken against an individual because they reported Discrimination, filed a complaint of Discrimination, or participated in an investigation or proceeding concerning a Discrimination complaint.

IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.

A. Reporting

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the

OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

The OCRSM will review any anonymous complaints it receives. However, the OCRSM may not be able to investigate an anonymous complaint unless sufficient information is furnished to enable it to conduct a meaningful and fair investigation.

B. Timeliness

Complaints must be made within ninety (90) Days of the incident(s) or the last occurrence of the behavior, in cases where continuing behavior is alleged. The OCRSM may waive the time limit upon a showing of good cause.

C. Initial Assessment

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) Days of receipt. Prior to the initial assessment, the OCRSM will hold an initial intake meeting with the Complainant, which may take place in person, by telephone, or via live technology, to understand the nature and circumstances of the complaint and to provide the Complainant with information about resources, procedural options, supportive measures, and an opportunity to discuss the applicable policy and procedures. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason and the OCRSM may inform the Complainant of other possible avenues of redress, such as contacting the University Ombuds Service, University Human Resources (UHR), or the Office of Student Conduct.

D. Alternative Resolution Process

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the

parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not succeed within forty-five (45) Days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

E. Investigation

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall issue a written Notice of Investigation that includes a description of the allegations contained in the complaint and references any applicable policy language and advises the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

An investigation does not begin until a formal Notice of Investigation has been issued.

The OCRSM will assign an investigator[~~3~~4] who will conduct an adequate, reliable, and impartial investigation of the complaint. As part of the investigation, the investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

The OCRSM has the discretion to determine which parties and witnesses to interview, and the order of party and witness interviews. The OCRSM also determines the relevance of any proffered information or evidence. In general, the OCRSM will not consider statements of opinion over direct observations or reasonable inferences from the facts or statements as to any party's general reputation or character trait.

If a party believes that any individual involved in the investigation process, such as the investigator, has a conflict of interest or bias, the parties should contact the Director of the OCRSM immediately upon discovery of the issue, via email at civilrights@umd.edu. Any request must include a description of the conflict or bias. If the OCRSM determines that a conflict of interest or bias may exist, the University will take steps to address the conflict or bias in order to ensure an impartial process.

[4] An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

Upon completion of the investigation, the investigator will make a determination regarding whether a Policy violation has occurred.

1. Standard of Review
   In making the determination of whether a Policy violation has occurred, the standard of review is "preponderance of the evidence," which means it is more likely than not that a Policy violation occurred.

2. Expectation of Cooperation
   Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the complaint and by making available any relevant information requested by the investigator.

3. Investigation Timeline
   The OCRSM seeks to complete an investigation within sixty (60) Days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged Discrimination.

4. False Information
   Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

5. Written Investigation Report and Findings
   The OCRSM shall complete a written report of its investigation, including: (1) a summary of the allegations; (2) evidence reviewed, including relevant documents and information from witnesses; (3) findings of material fact and an analysis of those facts; and (4) a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

F. Confidentiality and Privacy

The University makes every effort to protect the privacy of individuals who participate in the investigation process, including witnesses. The OCRSM cannot guarantee confidentiality or anonymity to anyone participating in the investigation process, including Complainants and Respondents. Information related to a complaint under this Policy will only be shared with those individuals who need to know in order to assist in the assessment, investigation, or resolution of the complaint.

V. APPEAL

The Complainant and/or Respondent may appeal the investigation finding within five (5) Days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at civilrights@umd.edu a written appeal that includes the stated grounds. The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) Days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at civilrights@umd.edu. All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) Days after the last date either party received the *Notice of Findings*. Appeals submitted after five (5) Days shall be denied, except upon a showing of good cause.

A. Grounds for Appeal

Either party may appeal the Finding only on the following grounds:

1. Substantial Procedural Error
   Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

2. New Evidence
   New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

B. Review

The appealing party has the burden of proof, and the standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeals will be reviewed in accordance with the Respondent's status as listed below:

- appeals involving a Staff Respondent shall be reviewed by the Vice President and Chief Administrative Officer or designee;
- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;

- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President & Chief Administrative Officer or designee.

C. Outcome

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) Days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to civilrights@umd.edu. The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.

VI. RECOMMENDATIONS FOR CORRECTIVE ACTION

At the conclusion of an investigation, the OCRSM may provide the appropriate Vice President, supervisor, and department chair/dean with a *Recommendation for Corrective Action* if there is a finding of a policy violation. The OCRSM may also make a referral for review and response to another University process and/or office as may be appropriate in cases where the conduct at issue may violate other University policies.

The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) Days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

VII. DISCIPLINARY ACTION

A. Students

With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.

2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.

B. Staff

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President & Chief Human Resources Officer, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

C. Faculty

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of

the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

D. Records Retention

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.

VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS

Filing an employment Discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file Discrimination complaints that are not connected with the official functions of the University or not falling within the scope of this Policy, will be referred to appropriate agencies by the OCRSM.

Equal Employment Opportunity Commission (EEOC)
GH Fallon Federal Building
31 Hopkins Plaza, Suite 1432
Baltimore, MD 21201
Telephone: 800-669-4000
Fax: 443-992-7880
TTY: 800-669-6820
Website: https://www.eeoc.gov/

Maryland Commission on Civil Rights (MCCR)
William Donald Schaefer Tower
6 Saint Paul Street, Suite 900
Baltimore, MD 21202-1631
Telephone: 410-767-8600

Fax: 410-333-1841
TTY: 410-333-1737
Website: http://mccr.maryland.gov/
Email: mccr@maryland.gov

U.S. Department of Education, Office for Civil Rights (OCR)
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: 215-656-8541
Fax: 215-656-8605
TDD: 800-877-8339
Website: https://www.ed.gov/about/ed-offices/ocr
Email: OCR.Philadelphia@ed.gov

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an interim basis October 1, 2015; Amended March 22, 2016; Amended and approved by the President May 6, 2016; Amended May 2, 2018; Technical amendments approved effective August 14, 2020; Amended and approved on an interim basis by the President August 23, 2021; Amended and approved on an interim basis by the President effective October 1, 2022; Technical and legal amendments March 10, 2025; Technical amendments May 1, 2025)

I. POLICY STATEMENT

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex[1], gender identity or expression, sexual orientation, pregnancy, marital status, age, national origin[2], political affiliation, physical or mental disability[3], religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

The **Office of Civil Rights & Sexual Misconduct** (OCRSM) shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online using the Discrimination Complaint Form on OCRSM's website here.

Office of Civil Rights & Sexual Misconduct (OCRSM)
University of Maryland
3101 Susquehanna Hall

[1] Complaints of misconduct covered by the University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct (VI-1.60[A]) will be addressed under Policy and Procedures VI-1.60(A), as appropriate. When the Title IX Officer determines based on its initial assessment, or following a mandatory or permissive dismissal, that the alleged conduct would not constitute a potential violation under Policy and Procedures VI-1.60(A) if substantiated, the Title IX Officer may refer the report to another University process, including this Non-Discrimination Policy, as appropriate.

[2] National origin includes one's actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity, or one's association with this national origin/ancestry. Discrimination on the basis of national origin includes, without limitation, antisemitism and Islamophobia.

[3] The University's policy and procedures for requesting disability accommodations may be found in the University of Maryland Disability & Accessibility Policy and Procedures (VI-1.00[D]). Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

4200 Lehigh Road
College Park, MD 20742-5031
E-mail: civilrights@umd.edu
Phone: 301-405-1142 | Fax: 301-405-2837
http://www.ocrsm.umd.edu

II. APPLICABILITY

This Policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This Policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; and/or
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; and
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred.

III. DEFINITIONS

"Day" means a business weekday when the University is not closed.

"Discrimination" is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual's opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual's employment or education.

"Harassment" is a form of Discrimination (as defined above) that encompasses unwelcome conduct based on a person's protected status. With the exception of the circumstances listed below, Harassment is severe or pervasive conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances.

Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person's protected status and rises to the standard set forth above:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;

- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

When one of the following three circumstances is present, Harassment based on a person's protected status is not required to be severe or pervasive and may be established by showing that the alleged conduct was unwelcome and offensive:

1. when submission to the conduct is made either explicitly or implicitly a term or condition of employment of an individual;
2. when submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or
3. based on the totality of the circumstances, the conduct unreasonably creates a working environment for the worker that a reasonable person would perceive to be abusive or hostile.

"Personal Appearance" means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

"Retaliation" refers to action that is taken against an individual because they reported Discrimination, filed a complaint of Discrimination, or participated in an investigation or proceeding concerning a Discrimination complaint.

IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.

A. Reporting

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

The OCRSM will review any anonymous complaints it receives. However, the OCRSM may not be able to investigate an anonymous complaint unless sufficient information is furnished to enable it to conduct a meaningful and fair investigation.

B. Timeliness

Complaints must be made within ninety (90) Days of the incident(s) or the last occurrence of the behavior, in cases where continuing behavior is alleged. The OCRSM may waive the time limit upon a showing of good cause.

C. Initial Assessment

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) Days of receipt. Prior to the initial assessment, the OCRSM will hold an initial intake meeting with the Complainant, which may take place in person, by telephone, or via live technology, to understand the nature and circumstances of the complaint and to provide the Complainant with information about resources, procedural options, supportive measures, and an opportunity to discuss the applicable policy and procedures. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason and the OCRSM may inform the Complainant of other possible avenues of redress, such as contacting the University Ombuds Service, University Human Resources (UHR), or the Office of Student Conduct.

D. Alternative Resolution Process

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not

succeed within forty-five (45) Days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

E. Investigation

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall issue a written Notice of Investigation that includes a description of the allegations contained in the complaint and references any applicable policy language and advises the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

An investigation does not begin until a formal Notice of Investigation has been issued.

The OCRSM will assign an investigator[4] who will conduct an adequate, reliable, and impartial investigation of the complaint. As part of the investigation, the investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

The OCRSM has the discretion to determine which parties and witnesses to interview, and the order of party and witness interviews. The OCRSM also determines the relevance of any proffered information or evidence. In general, the OCRSM will not consider statements of opinion over direct observations or reasonable inferences from the facts or statements as to any party's general reputation or character trait.

If a party believes that any individual involved in the investigation process, such as the investigator, has a conflict of interest or bias, the parties should contact the Director of the OCRSM immediately upon discovery of the issue, via email at civilrights@umd.edu. Any request must include a description of the conflict or bias. If the OCRSM determines that a conflict of interest or bias may exist, the University will take steps to address the conflict or bias in order to ensure an impartial process.

Upon completion of the investigation, the investigator will make a determination regarding whether a Policy violation has occurred.

1. Standard of Review

[4] An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

In making the determination of whether a Policy violation has occurred, the standard of review is "preponderance of the evidence," which means it is more likely than not that a Policy violation occurred.

2. Expectation of Cooperation
   Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the complaint and by making available any relevant information requested by the investigator.

3. Investigation Timeline
   The OCRSM seeks to complete an investigation within sixty (60) Days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged Discrimination.

4. False Information
   Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

5. Written Investigation Report and Findings
   The OCRSM shall complete a written report of its investigation, including: (1) a summary of the allegations; (2) evidence reviewed, including relevant documents and information from witnesses; (3) findings of material fact and an analysis of those facts; and (4) a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

F. Confidentiality and Privacy

The University makes every effort to protect the privacy of individuals who participate in the investigation process, including witnesses. The OCRSM cannot guarantee confidentiality or anonymity to anyone participating in the investigation process, including Complainants and Respondents. Information related to a complaint under this Policy will only be shared with those individuals who need to know in order to assist in the assessment, investigation, or resolution of the complaint.

V. APPEAL

The Complainant and/or Respondent may appeal the investigation finding within five (5) Days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at civilrights@umd.edu a written appeal that includes the stated grounds. The scope of the appeal is

limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) Days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at civilrights@umd.edu. All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

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Either party may appeal the Finding only on the following grounds:

1. Substantial Procedural Error
   Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

2. New Evidence
   New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

B. Review

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- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;
- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President & Chief Administrative Officer or designee.

C. Outcome

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) Days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to civilrights@umd.edu. The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.

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At the conclusion of an investigation, the OCRSM may provide the appropriate Vice President, supervisor, and department chair/dean with a *Recommendation for Corrective Action* if there is a finding of a policy violation. The OCRSM may also make a referral for review and response to another University process and/or office as may be appropriate in cases where the conduct at issue may violate other University policies.

The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) Days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

VII. DISCIPLINARY ACTION

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With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite

or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.

2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.

B. Staff

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President & Chief Human Resources Officer, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

C. Faculty

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

D. Records Retention

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.

VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS

Filing an employment Discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

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GH Fallon Federal Building
31 Hopkins Plaza, Suite 1432
Baltimore, MD 21201
Telephone: 800-669-4000
Fax: 443-992-7880
TTY: 800-669-6820
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Maryland Commission on Civil Rights (MCCR)
William Donald Schaefer Tower
6 Saint Paul Street, Suite 900
Baltimore, MD 21202-1631
Telephone: 410-767-8600
Fax: 410-333-1841
TTY: 410-333-1737
Website: http://mccr.maryland.gov/

Email: mccr@maryland.gov

U.S. Department of Education, Office for Civil Rights (OCR)
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Telephone: 215-656-8541
Fax: 215-656-8605
TDD: 800-877-8339
Website: https://www.ed.gov/about/ed-offices/ocr
Email: OCR.Philadelphia@ed.gov

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

UNIVERSITY SENATE | **INFORMATIONAL ITEM**

Submitted on: 12 July 2025

HIPAA Policy Attachment Update to Add SAIT as BA

NAME/TITLE	Joseph Gridley/Chief Privacy Officer and HIPAA Privacy Officer		
EMAIL	jgridley@umd.edu	PHONE	570-404-2940
UNIT	DIT/OGC	CONSTITUENCY	Admin

OVERVIEW

The HIPAA policy appendices was amended to include Student Affairs IT as a Business Associate, because SAIT is not part of the University Health Center, we are required to list them as a Business Associate in our policy to allow them to support UHC.

DESCRIPTION OF CHANGE

Technical amendment to HIPAA Policy to add SAIT as a BA.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

Policy updated on website

ADDITIONAL INFORMATION

The policy in itself was not changed, only an additional office under attachment to allow SAIT to serve UHC.

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

VI-24.00(A) UNIVERSITY OF MARYLAND POLICY ON COMPLIANCE WITH THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT
(Approved by the President March 20, 2003; Updated on an interim basis by the President, July 18, 2018 pending University Senate Review; Technical amendment May 28, 2019; **Technical amendment July 14, 2025**)

I. GENERAL

The policy of the University of Maryland, College Park is to comply with the Health Insurance Portability and Accountability Act of 1996[1] and its implementing regulations[2] (collectively "HIPAA") to the extent that HIPAA is applicable to the University.

II. STATUS AS A HYBRID ENTITY

The University's activities include both HIPAA covered and non-covered functions. Accordingly, the University has determined that it is a hybrid entity for HIPAA coverage purposes.

III. DESIGNATIONS

The University has designated its Health Care Component, as set forth in Attachment A to this policy. A unit is included in the designation only to the extent it performs HIPAA covered functions or engages in activities that would make it a business associate of a unit that performs covered functions if the two were separate legal entities ("Covered Unit"). Other units that perform health care functions not covered by HIPAA, and that (1) voluntarily choose to comply with or participate in some or all HIPAA requirements, policies, or procedures; or (2) desire to become a Covered Unit must first receive approval from the University. A unit must be included in Attachment A before engaging in HIPAA covered activities.

The University has designated a Privacy Officer for HIPAA compliance purposes. The HIPAA Privacy Officer designation and contact information are posted on the University's HIPAA Website http://hipaa.umd.edu.[3] The designation of the Privacy Officer is subject to change by the President.

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[1] 42 U.S.C. 1320d, *et seq.*
[1] 45 CFR Parts 160, 162, 164.
[3] The name and contact information for the Privacy Officer may also be obtained from the Office of the Vice President for Student Affairs at 301-314-8436 or via email at HIPAA-Privacy@umd.edu.

The Privacy Officer is responsible for the development and implementation of policies and procedures as required by HIPAA, in consultation with the Office of General Counsel. The Privacy Officer may amend the University's designation of Covered Unit(s) from time to time, as appropriate. The Privacy Officer is also designated to receive complaints concerning the University's HIPAA related policies and procedures and HIPAA compliance. Any unit that engages in a HIPAA covered function must have a Notice of Privacy Practices.

Each Covered Unit shall designate a Privacy Coordinator to interact with the Privacy Officer and coordinate HIPAA compliance within the unit. Documentation of each Privacy Coordinator designation shall be provided to and maintained by the Privacy Officer.

IV. IMPLEMENTING POLICIES AND PROCEDURES

The University's Privacy Officer is responsible for adopting and implementing general operating policies governing HIPAA compliance by the Health Care Component. Such policies shall be distributed to all Covered Units and posted on the University's HIPAA Website.

Each Covered Unit is responsible for complying with the HIPAA operating policies, as applicable, and for developing procedures and forms as needed to implement and comply with such policies and HIPAA, including appropriate administrative, technical, and physical safeguards to protect the privacy of protected health information. Each Covered Unit is also responsible for providing the University's Privacy Officer with current copies of its procedures and any forms or other HIPAA related documents. The Privacy Officer may require a Covered Unit to change its procedures, forms or related documents.

V. HIPAA ADVISORY COMMITTEE

The University has established a HIPAA Advisory Committee to assist the Privacy Officer and oversee the University's HIPAA compliance. The Privacy Officer shall chair the committee. One member of the committee shall be designated by each of the following offices: Senior Vice President for Academic Affairs and Provost, Chief Information Officer, Vice President and General Counsel, Vice President for Student Affairs, Vice President for Research, and Dean of the Graduate School. The University's Chief Information Security Officer will also serve on the committee. Additional members may be appointed by the Privacy Officer.

VI. COMPLAINTS

Complaints concerning the University's HIPAA policies and procedures and/or compliance with those policies and procedures or HIPAA shall be made in writing to the Privacy Officer. The Privacy Officer shall investigate all complaints in a timely manner and provide a written determination to the parties involved (*e.g.,* the complainant and the covered unit[s].) The Privacy Officer shall document all complaints received and their disposition.

VII. NO RETALIATION

Neither the University, nor any of its employees, will intimidate, threaten, coerce, discriminate against, or take other retaliatory action against:

1. Any individual for exercising of any rights under, or participating in any process established by, the HIPAA privacy regulations, including filing a complaint; or

2. Any person for:
    a. filing a complaint with the U.S. Secretary of Health and Human Services (or any other officer or employee of HHS to whom the authority has been designated) under the HIPAA regulations;
    b. testifying, assisting, or participating in an investigation, compliance review, proceeding, or hearing under Part C of Title XI; or
    c. opposing any act or practice made unlawful by the HIPAA privacy regulations, provided the person has a good faith belief that the practice opposed is unlawful, and the manner of the opposition is reasonable and does not involve a disclosure of protected health information in violation of the HIPAA privacy regulations.

VIII. TRAINING

The University will train members of its workforce (faculty, staff, students and volunteers) in each Covered Unit on policies and procedures with respect to protected health information as required by HIPAA. Such training will be as necessary and appropriate for the members of the workforce to carry out their function within the covered unit. The Privacy Officer, in conjunction with the Office of General Counsel and the units' Privacy Coordinators, will define requirements regarding workforce training.

Each new member of a Covered Unit's workforce shall be trained within a reasonable time after joining the workforce. Additional training will be provided to each member of a Covered Unit's workforce whose functions are materially affected by a change in HIPAA related policies or procedures. Such training will be provided within a reasonable time after the material change becomes effective.

The Privacy Officer, and the Privacy Coordinators for the Covered Units, shall maintain copies of the training materials and document that the required training has been provided.

IX. WAIVER OF RIGHTS

Individuals will not be required to waive their rights to file a complaint under the HIPAA privacy regulations as a condition of treatment, payment, enrollment in a health plan, or eligibility for benefits.

X. MITIGATION

The University will mitigate, to the extent practicable, any harmful effect that is known to it of a use or disclosure, by the University or its business associates, of protected health information in violation of its policies and procedures or the HIPAA privacy regulations.

XI. SANCTIONS

Violation of this policy by a member of the University's workforce is subject to appropriate personnel or other disciplinary action.

XII. DOCUMENTATION

All policies, procedures, communications, actions, activities and/or designations that require documentation under HIPAA shall be maintained in written and/or electronic form and retained for a period not less than six years from the date of its creation or the date when it was last in effect, whichever is later.

The University's Privacy Officer will determine whether documentation required by HIPAA and/or this policy should be kept centrally by the Privacy Officer, or whether any Covered Unit will be responsible for keeping its own documentation as required by HIPAA. The Privacy Officer has the authority to require any covered unit to send all documentation to him/her.

XIII. AMENDMENT

The University may change this policy and any of the other policies or procedures described herein as necessary and appropriate, in accordance with standard University procedures and any applicable HIPAA requirements.

Attachment A

Designated Health Care Component

Health Care Provider Unit(s)	When Added
University Health Center	April 14, 2003
Department of Hearing and Speech Sciences clinics	May 28, 2019

Business Associate Type Units (To the extent that unit engages in covered activities)	When Added
Chief Information Security Officer, Division of Information Technology	April 14, 2003
Office of General Counsel	April 14, 2003
HIPAA Privacy Officer, Office of VP for Student Affairs	September 3, 2009
Office of Academic and Computing Services, BSOS	May 28, 2019
Division of Student Affairs Information Technology Office	**July 14, 2025**

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    a. filing a complaint with the U.S. Secretary of Health and Human Services (or any other officer or employee of HHS to whom the authority has been designated) under the HIPAA regulations;
    b. testifying, assisting, or participating in an investigation, compliance review, proceeding, or hearing under Part C of Title XI; or
    c. opposing any act or practice made unlawful by the HIPAA privacy regulations, provided the person has a good faith belief that the practice opposed is unlawful, and the manner of the opposition is reasonable and does not involve a disclosure of protected health information in violation of the HIPAA privacy regulations.

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The University will train members of its workforce (faculty, staff, students and volunteers) in each Covered Unit on policies and procedures with respect to protected health information as required by HIPAA. Such training will be as necessary and appropriate for the members of the workforce to carry out their function within the covered unit. The Privacy Officer, in conjunction with the Office of General Counsel and the units' Privacy Coordinators, will define requirements regarding workforce training.

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Violation of this policy by a member of the University's workforce is subject to appropriate personnel or other disciplinary action.

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Attachment A

Designated Health Care Component

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HIPAA Privacy Officer, Office of VP for Student Affairs	September 3, 2009
Office of Academic and Computing Services, BSOS	May 28, 2019
Division of Student Affairs Information Technology Office	July 14, 2025

Deactivation Process for University Policies and/or Procedures

Deactivating University Policies and/or Procedures: Over time, the principles upon which a University policy and/or procedure was developed, or the circumstances to which the policy and/or procedure applied have changed significantly or no longer exist, such that the original policy and procedure is moot or no longer needed. In such cases, an assessment may be conducted to determine whether or not the policy and/or procedure should be deactivated.

Process

1. Requests to deactivate a University Policy or Procedure should be submitted to the University Senate Office for an initial assessment and should provide a rationale for the removal.
2. The Senate Office will consult with the President's Office, the Office of General Counsel, and relevant administrators on the proposed deactivation of the policy and/or procedure.
3. The Senate Office will provide its initial assessment and any supporting background information to the Senate leadership for its consideration.
4. Requests to deactivate a University Policy and/or Procedure must be approved by the Senate leadership.
5. Relevant information about the policy and/or procedure and the rationale for the deactivation should be included on a transmittal document with the current version of the policy and/or procedure prior to being sent to the Senate Executive Committee (SEC) for review. The documents also should be given a Senate Document # for historical tracking purposes.
6. The SEC shall review the amended policy and/or procedure and place it on a Senate agenda as an informational item in order to inform the Senate of the deactivation and to keep a record of the removal.
7. The transmittal and current policy and/or procedure will be provided to the Senate as an informational item. The Senate Chair will note the rationale for the deactivation but it will NOT be voted on by the Senate.
8. Following the Senate meeting when the policy and/or procedure removal is reviewed, the Senate Office should send a request to the President to approve the deactivation of the policy and/or procedure. After approval by the President, the policy and/or procedure should be removed from the University's Official Consolidated USM and UMD policies page and any references to the deactivated policy should be updated.

UNIVERSITY SENATE | INFORMATIONAL ITEM

Submitted on: May 31, 2025

Updates to the University of Maryland Policy on Institutional Conflicts of Interest, X-14.00 (A)

NAME/TITLE			
EMAIL		PHONE	
UNIT	VPR	CONSTITUENCY	

OVERVIEW

The Office of the President informed Senate Leadership that the President, in collaboration with the Vice President for Research would be approving on an interim basis, pending University Senate review, the University of Maryland (UMD) Policy on Institutional Conflicts of Interest (ICOI), X-14.00(A), that includes technical updates. UMD policies and processes related to conflicts of interest, conflicts of commitment, and consulting have been updated to mitigate risks of technology misappropriation and undue influence on U.S. research and development enterprise.

DESCRIPTION OF CHANGE

The University is required to update and maintain its policies and procedures to remain compliant with federal law, as well as to maintain and continue to receive federal funding from federal agencies.

The ICOI governs Institutional Conflicts of Interest at the University and applies to University Officials. This policy does not govern situations in which non-University Officials might realize financial gain from the conduct of research or performance of other responsibilities at the University. It has been updated to ensure full compliance with federal and state requirements, thereby meeting various obligations. Definitions have been added, and the procedures for potential ICOI disclosers have been updated.

Additionally, these updates align it with the recent changes made to the UMD Policy on Conflict of Interest and Conflict of Commitment (II-3.10 A) and inTERP process.

SUGGESTION FOR HOW IT WOULD BE PUT INTO PRACTICE

A redlined version of the interim policy highlighting the updates is included below.

ADDITIONAL INFORMATION

This information was shared with the campus community on June 17, 2025, via an email sent on behalf of Vice President for Research, Gregory F. Ball.

New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green/Bold (**example**) or Green/Strikeout (~~example~~)

X-14.00(A) UNIVERSITY OF MARYLAND POLICY ON INSTITUTIONAL CONFLICTS OF INTEREST
(Approved by the President August 25, 2015, Technical and legal amendments May 22, 2025)

I. Scope

The University of Maryland Policy on Institutional Conflicts of Interest ("~~T~~this ~~p~~**Policy")** governs ~~i~~**I**nstitutional ~~c~~**C**onflicts of ~~i~~**I**nterest **(ICOIs)** at the University of Maryland **("the University")** and applies to University Officials. This ~~p~~**P**olicy does not govern situations in which individuals who are not University Officials (i.e.**,** faculty, staff, and students) might realize financial gain from the conduct of research or performance of other responsibilities at the University; the University's Conflict of Interest **(COI)** Committee, using existing policies and procedures, adequately identifies such situations and independently manages their associated risks to scientific objectivity and proper treatment of human and animal subjects**, in accordance with the University of Maryland Policy on Conflict of Interest and Conflict of Commitment (II-3.10(A)("COI/COC Policy")) and the Disclosure and Conflict Management Guidelines**.

II. Definitions

A. "Conflict(s) of Interest (COI)" means situations in which University Employees are in a position to gain, or appear to gain, financial advantages or personal benefits stemming from their roles within the University. Such benefits can occur due to outside professional activities, external Relationships, Significant Financial Interests, or as a result of their research, administrative, or educational actions or decisions made while working at the University.

B. "COI Administrator" means the individual appointed by the University's Vice President for Research to support the implementation of this Policy and to oversee the work of the Disclosure Office and COI Committee.

C. "COI Committee" means the advisory committee appointed by the President of the University in accordance with this Policy and the Disclosure and Conflict Management Guidelines and based on the authority granted by the Maryland State Ethics Commission (SEC) regarding conflicts associated with research or development.

D. "Disclosure(s)" means information that is required to be provided on all outside professional activities, external Relationships, and/or Significant Financial Interests.

E. "Gift" means any gratuity, favor, discount, entertainment, hospitality, loan, forbearance, software, license, special access, equipment, equipment time, samples, research data, or other item having monetary value. A Gift also includes services as well as Gifts of training, transportation, local or foreign travel, lodging, meals, and research hours, whether provided in-kind, by purchase of a ticket, payment in advance, or reimbursement after the expense has occurred. A Gift by definition is given without expectation of anything in return.

F. **"**Institutional Conflict of Interest (~~"~~ICOI~~"~~)**"**~~. An institutional conflict occurs whenever~~ **means situations in which** the financial interests of the institution, or of a University Official acting within his or her authority on behalf of the institution, might affect~~,~~ or appear to affect~~,~~ the objectivity of institutional processes for the selection, design, conduct, reporting, review, or oversight of the University enterprise. For the purposes of evaluating ICOI, activities related to research, teaching, and outreach, and the administration of those functions, singly and collectively, represent the University enterprise.

G. **"Management Plan" means a written plan provided by the University that describes how a conflict or potential conflict will be managed.**

H. **"Relationship(s)" means any interest, activity, service, employment, Gift, or other benefit or association with an individual or entity not part of the state government that would be prohibited by Maryland Public Ethics Law if not reported on a Disclosure and approved according to this Policy, the COI/COC Policy, the Disclosure and Conflict Management Guidelines, and any other relevant University System of Maryland and/or University policy.**

I. **"**Significant Financial Interest**"**~~. A significant financial interest~~ **means anything of monetary value.** ~~f~~**F**or purposes of managing ~~Institutional Conflicts of Interests~~ **ICOIs, a Significant Financial Interest exists when there are** ~~consists of~~ one or more of the following ~~interests~~ of the University or a University Official (and those of the University Official's spouse and dependent children) that reasonably appear~~s~~ to be related to the University or University Official's institutional responsibilities: (1) interests in publicly-traded business entities; (2) interests in non-publicly-traded business entities; (3) intellectual property rights and interests upon receipt of income related to such rights and interests; and (4) compensated and uncompensated positions outside of the University that involve fiduciary responsibility to a non-University entity.

J. **"**University Official**"**~~. University Officials covered under the University of Maryland's ICOI Policy are those officials~~ **means any individual(s) at the University who, because of their respective positions with the University, can affect or can reasonably appear to affect University processes for the design, conduct, reporting, review, or oversight of research and** who have the ~~power~~ **authority** to commit ~~substantial~~ **significant University** resources ~~of the University~~. University Officials include but are not limited to: the President **of the University**, Assistant President, Vice Presidents, Associate and Assistant Vice Presidents, the Senior Vice President ~~&~~ **and** Provost, Associate Provosts, Deans, Associate Deans, **Department Chairs, Center and Institute Directors,** and **the** Athletic Director, including those holding these positions in an interim capacity, as well as others who have discretionary authority to allocate resources related to the University enterprise as identified by any of the officials named previously. University Officials must disclose their significant economic interests and affiliations, and those of their immediate family members (spouse, domestic partner, or dependent) upon their appointment and then annually thereafter, and identify how those interests may relate to their institutional responsibilities.

III. Guiding Principles

It is critical to the mission and reputation of the University to ensure that all financial, research, and educational activities are carried out with maximum objectivity. Because of numerous and complex relationships with public and private entities, the University must be aware of any ~~r~~**R**elationships involving ~~s~~**S**ignificant ~~f~~**F**inancial ~~i~~**I**nterest that may compromise or appear to compromise its integrity in research, teaching, outreach, or other activities. The University shall establish and maintain an oversight process to manage, reduce, or eliminate ~~institutional conflicts of interest~~ **ICOIs**.

IV. Policy Statement

The University strives to ensure that its research, teaching, outreach, and other activities are not compromised or perceived as biased by financial and business considerations. ~~Institutional conflicts of interest~~ **ICOIs** may arise when:

A. A University Official with a business or ~~s~~**S**ignificant ~~f~~**F**inancial ~~i~~**I**nterest in a business entity is in a position to take action on behalf of the University that may benefit or be perceived to benefit the business entity;

B. The University licenses an invention to a business entity and holds royalty and/or equity interests in the entity where such interests may be affected by ongoing University research or other University activities sponsored by that business entity;

C. A University vendor donates a ~~g~~**G**ift to the University;

D. The University holds investments in a business entity that has a financial or business relationship with the University;

E. The University provides or receives goods or services, including sponsored research awards, from a business entity in which the University has a financial**,** ~~(~~including equity**,**~~)~~ interest;

F. The University enters into a commercial transaction that compromises or appears to compromise the University's research, teaching, or outreach mission activities, or its institutional reputation; or

G. The University has a business or ~~s~~**S**ignificant ~~f~~**F**inancial ~~i~~**I**nterest in a business entity whose commercial interests may be affected by human subjects research conducted at the University.

V. Procedures

A. ~~An~~ **The** ICOI Committee will review potential ICOI ~~d~~**D**isclosures and make a recommendation to the President on any actions that may be required to mitigate ICOI risks.

B. ICOI Committee Composition

1. Voting Members:
   a. ~~Conflict of Interest~~ **The COI** Committee Chair**,** ~~(~~or designee~~)~~**;**
   b. **An** ~~E~~**e**xternal member from the scientific community without **a** University affiliation**;**
   c. **The** Institutional Review Board **(IRB)** Committee Chair**,** ~~(~~or designee~~)~~**;**
   d. **The** Office of Research Administration **(ORA)** Director**,** ~~(~~or designee~~)~~**;**
   e. **Two (2)** ~~T~~**t**enured **faculty members from the** University ~~of Maryland, College Park faculty members (2)~~**;**
   f. **An** ~~O~~**o**fficial from another local university**; and**
   g. **The** Vice President ~~of Administration and Finance~~ **and Chief Administrative Officer,** ~~(~~or designee~~)~~**.**

2. Ex-Officio/Non-voting Members **include the following representatives or designees**:
   a. ~~Conflict of Interest Committee~~ **The COI** Administrator**;**
   b. ~~University~~ **A representative of the Office of** General Counsel**;**
   c. ~~Office of Technology Commercialization~~ **The UM Ventures** Director**,** ~~(~~or designee~~)~~**;**
   d. **The** MTech Director**,** ~~(~~or designee~~)~~**; and**
   e. Subject matter experts, on **an** as-needed basis**.**

C. Identifying Potential Institutional Conflicts of Interest

1. Disclosures

The Office of the President provides a list of University Officials ~~required to disclose (i.e. those~~ identified as having discretionary authority to allocate resources related to the University enterprise~~)~~. ~~These individuals will complete an annual ICOI disclosure form. The Office of the Vice President for Research maintains these disclosures for semi-annual review by the ICOI Committee.~~ University Officials identified for ICOI ~~d~~**D**isclosure are ~~also~~ required to update their ~~d~~**D**isclosure once per year and during the year as emerging circumstances warrant (i.e.**,** a new consulting agreement; **an** appointment to a Board of a company, etc.).

2. University Officials do not need to report the following:
   - **a.** Compensation from the University, investment or savings income, retirement or insurance benefits, or spousal maintenance;
   - **b.** Investments in retirement savings plans;
   - **c.** Real estate which serves as the **University** ~~o~~**O**fficial's primary home; or
   - **d.** Credit card debt, personal household effects, vehicle leases or loans secured by vehicles, or mortgages/security agreements on a primary residence.

3. Annual Reviews

   The ICOI Committee is responsible for reviewing the University's equity holdings, policies, and procedures at least annually and determining whether they adequately address the identification, ~~d~~**D**isclosure, and management of ~~institutional conflicts of interest~~ **ICOIs**. If the ICOI Committee determines that changes are required, ~~the ICOI Committee~~ **it** will make appropriate recommendations to the Vice President for Research who will then consult with the President.

   At least semi-annually the ICOI Committee will review information from the following entities in order to identify financial relationships the University has with business entities that could compromise the integrity of University research, teaching, outreach, and other mission-related activities:

   a. ~~Office of Technology Commercialization~~ **UM Ventures**. Information regarding (1) payments made by business entities in excess of $100,000 to the University in the prior fiscal year, to include the amounts paid to departments and faculty under the University's revenue sharing principles set forth in the **University of Maryland Intellectual Property** ~~p~~**P**olicy **(IV-3.20[A])**~~: Commercialization of Intellectual Property Rights~~, and (2) the name of business entities (University start-ups) in which the University holds an equity interest.
   b. ~~Office of Research Administration~~ **ORA**. Information regarding research sponsored by business entities during the prior fiscal year.
   c. University Officials. ICOI ~~d~~**D**isclosures from University Officials.
   d. University Relations. A list of business entities that donated ~~g~~**G**ifts of $50,000 or more in the prior fiscal year and the University departments and administrative units that were the recipients of those ~~g~~**G**ifts.

D. The ICOI Committee reviews this information against the profile of University research and technology programs to determine whether potential ~~conflicts of interest~~ **ICOIs** exist in any areas~~,~~ and notifies the heads of those areas affected regarding the potential conflict.

1. Notification of License, Option, or Equity Arrangements

   ~~The Office of Technology Commercialization~~ **UM Ventures** notifies the ICOI Committee when it executes a license or option agreement with, or takes equity in, a business entity whose commercial interests may be affected by research conducted at the University.

E. Reviewing Potential Institutional Conflicts of Interest

1. The ICOI Committee reviews each ~~disclosed financial interest~~ **Disclosure** for the potential to appear to affect any of the following: objectivity, independence, and integrity of research; safety of human and animal subjects; objectivity, independence, and integrity of teaching; objectivity and independence of outreach activities; appropriate use and allocation of ~~u~~**U**niversity resources; and objectivity and independence in business and contracting decisions.
2. The ICOI Committee provides a report to the Vice President for Research, who will review the report and recommendations of the ICOI Committee and forward them to the President to determine a course of action.
   a. In instances where the President has an ~~Institutional Conflict of Interest~~ **ICOI**, ~~he or she~~ **they** must recuse ~~himself or herself~~ **themself** and defer to the Chancellor of the University System of Maryland who will review, create, and approve **a** ~~m~~**M**anagement ~~p~~**P**lan~~s~~ in consultation with the Vice President for Research.
   b. In instances where the Vice President for Research has a potential ~~Institutional Conflict of Interest~~ **ICOI**, ~~he or she~~ **they** must recuse ~~himself or herself~~ **themself** from the review process. In such cases, the Office of the President will review the report and recommendations of the ICOI Committee and forward them to the President to determine the course of action.

F. Managing Institutional Conflicts of Interest

1. The ICOI Committee will recommend a course of action to manage actual or perceived ~~institutional conflicts of interest. This course of action (the "Conflict~~ **ICOIs, a** Management Plan~~")~~**, which** may consist of one or more of the following:
   a. No action required;
   b. Disclosure of the financial interest to affected persons in circumstances related to their University responsibilities;
   c. Oversight of decision-making or participation in an activity by an independent third party;
   d. Elimination of the financial interest or reduction to a level recommended by the ICOI Committee;
   e. Recusal from decision-making or participation in an activity that would directly or indirectly involve the person's financial interest; and
   f. Other measures as determined by the President.

G. Managing Institutional Conflicts of Interest Involving Equity

1. When the University obtains an equity interest in a business entity, particularly a faculty start-up, both individual and institutional ~~conflicts of interest~~ **COIs** may arise.
   a. University investments in start-up companies are subject to case-by-case approval by the **Senior Vice President and** Provost, based on recommendations from the Vice President for Research, ~~Office of Technology Commercialization~~ **UM Ventures**, ~~Office of Research Administration~~ **ORA**, **the** Office of General Counsel, and other relevant units.
   b. When assessing an equity opportunity, the University will review the business entity's business plan and proposed structure, list of actual or anticipated investors, and any capitalization documents.
   c. University Officials cannot be the primary negotiator when negotiating agreements, including licensing and sponsored research agreements, with the University on behalf of a business entity. The University Official must either engage their own counsel or depend on the business entity's personnel to negotiate agreements.
   d. The University shall manage all subsequent relationships with a business entity in which the University has accepted equity at arm**'**s length and in a fair manner pursuant to relevant University policies and guidelines. For example, University inventions should be made available for licensing to appropriate companies and should not automatically be made exclusively

available to business entities in which the University has taken equity. At the same time, holding equity in a business entity should not preclude that entity from licensing any invention when that entity is best able to develop and/or commercialize the invention.

e. The University may accept sponsored research awards from a business entity in which the University holds equity, subject to the requirements of the University's **COI/COC** Policy ~~and Procedures on Conflict of Interest and Conflict of Commitment~~.

H. Oversight of ~~Confliet~~ Management Plans

The ICOI Committee verifies compliance with the ~~Confliet~~ Management Plan at least annually and modifies the plan to address any issues that arise.

~~APPENDIX~~

~~ICOI Annual Disclosure Form (Draft Example)~~

~~A **significant financial interest** for purposes of managing Institutional Conflicts of Interests consists of one or more of the following interests of a **University Official** (and those of the **University Official's** spouse and dependent children) that reasonably appears to be related to the **University Official's** institutional responsibilities:~~

1. ~~Interests in publicly traded entities.~~
    a. ~~List remuneration (i.e. salary, consulting fees, honoraria, paid authorship, etc.) received from the entity in the twelve months preceding disclosure, and the value of any equity at the date of disclosure that, when aggregated, exceed $10,000.~~

2. ~~Interests in non-publicly traded entities.~~
    a. ~~List remuneration (i.e. salary, consulting fees, honoraria, paid authorship, etc.) received from the entity in the twelve months preceding disclosure that, when aggregated exceeds $10,000 in the twelve months preceding the disclosure; or~~
    b. ~~List all equity interest (e.g. stock, stock option, or other ownership interest).~~

3. ~~List all Intellectual Property rights and interests (e.g. patents, copyrights) upon receipt of income related to such rights and interests.~~

4. ~~List service in positions with fiduciary responsibility, including presidents, vice presidents, senior managers, etc. and members of board of directors, whether or not the **University Official** receives compensation for such service.~~

UNIVERSITY SENATE | **TRANSMITTAL | #24-25-09**

University Senate Equity, Diversity and Inclusion Committee

Policy on Access for Individuals with Disabilities (VI-1.00(D))

PRESENTED BY	**Yasmeen Faroqi Shah, Chair**
REVIEW DATES	**SEC – May 15, 2025**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**VI-1.00(D)-University of Maryland Disability & Accessibility Policy and Procedures**
NECESSARY APPROVALS	**University Senate, President**

ISSUE

In August 2024, Emily Lucio, ADA/504 Coordinator for the Office of Diversity & Inclusion submitted a proposal, in collaboration with various campus departments, to the Senate Executive Committee (SEC) requesting that the policy [VI-1.00 (D)] University of Maryland Disability & Accessibility Policy and Procedures be reviewed for amended policy changes. The changes to the policy allow the policy to be consistent with current federal regulations and align the policy with current practices.

The University of Maryland (the University) Disability & Accessibility VI-1.00 (D) outlines the University's approach to addressing reasonable accommodations to qualified individuals. The Policy outlines that the policy applies to all members of the University community, including students, faculty, staff, and third-party individuals. The Procedures provide further guidance on the proper campus entities to contact for requesting accommodations. The proposer highlighted that the current policy was outdated and no longer included the proper guidelines for accommodations. This caused requirements that were no longer feasible to be considered current policy. Additionally, it was highlighted by the proposer that the proposed amended policy language would not affect the underlying commitment of the University to provide disability accommodations.

At its meeting on September 11, 2024 the Senate Executive Committee (SEC) voted to charge the "Policy on Access for Individuals with Disabilities" proposal (Senate Document #24-25-09) to the Equity, Diversity, and Inclusion (EDI) Committee and asked the committee to consider if the updates were needed or were redundant with existing Americans with Disabilities (ADA) regulations (Appendix 1). The EDI Committee's deadline for this review was May 2025.

RECOMMENDATIONS

The Equity, Diversity, and Inclusion Committee recommends that the proposed revisions to the University of Maryland Disability & Accessibility Policy and Procedures [VI-1.00 (D)], as shown immediately following this report, be approved.

COMMITTEE WORK

The EDI Committee began review of the proposal at the October 2024 committee meeting. During these initial meetings, the committee first examined the policy's various charge elements and collected data from Big Ten and peer institutions. During this review, the committee noted several trends, including centralized accommodation websites and dedicated disability funds at other institutions to support costly accommodations.

Between November 2024 and Spring 2025, the committee conducted extensive consultations with key stakeholders including the proposer, Accessibility and Disability Services (ADS) Office, University Human Resources (UHR), Faculty Affairs, the Office of Civil Rights & Sexual Misconduct (OCRSM), Senate committees, and the Office of General Counsel. The proposer explained that the amendments represent a shift from a primarily student-focused approach to one encompassing all university community members, emphasizing that compliance is a shared responsibility with clearly delineated roles for different university entities. The policy updates also remove specific timeline requirements for documentation, focusing on current functioning rather than disability verification. Representatives from UHR and ADS confirmed that the proposed changes wouldn't alter the current accommodation processes but would add clarity by better defining terms like "physical and mental impairments" and "substantially limited function." The Office of Faculty Affairs and OCRSM expressed full support, noting the revisions improve alignment with federal and state laws while providing flexibility in implementation.

The committee addressed specific concerns about confidentiality provisions, particularly regarding who constitutes "designated staff" for sharing disability information, and the challenges graduate students face in navigating their dual roles as students and employees. After thorough deliberation, the committee incorporated additional wording changes.

After due consideration, the EDI committee voted on the final policy revisions and recommendations at its March 2025 meeting. The revised policy was shared with the Office of General Counsel (OGC) for a legal review of the committee’s proposed revisions.

ALTERNATIVES

The Senate could decide not to approve the recommendation.

RISKS

There are no risks to the University in adopting the recommendations.

FINANCIAL IMPLICATIONS

There are no financial implications in approving these recommendations.

UNIVERSITY SENATE
REPORT | #24-25-09
University Senate Equity, Diversity, & Inclusion Committee

Policy on Access for Individuals with Disabilities (VI-1.00(D))

2024-2025 Committee

Yasmeen Faroqi Shah (Chair)
Felicia Bidgell (Exempt Staff)
Lacey Curry (Faculty)
Anna Emenheiser (Graduate Student)
Jack Garrard (Exempt Staff)
Dannielle Glaros (Ex-Officio VP & Chief Administrative Officer Rep)
Dalton Greene (Graduate Student)
Caroline Griffith (Undergraduate Student)
Joanne Klossner (Faculty)
Yvette Lerma Jones (Ex-Officio VP Student Affairs Rep)
b.a Medina (Ex-Officio VP Diversity & Inclusion Rep)
Lauren Miles (Non-Exempt Staff)
Ashely Monrone (Non-Exempt Staff)
Angela Nastase (Ex-Officio OCRSM Rep)
Thu Nguyen (Faculty)
Chinaza Ofor (Undergraduate Student)
Laura Rosenthal (Ex-Officio Provost's Rep)
Delida Sanchez (Faculty)
Shane Walsh (Faculty)

Date of Submission

May 2025

BACKGROUND

In August 2024, Emily Lucio, ADA/504 Coordinator for the Office of Diversity & Inclusion submitted a proposal, in collaboration with various campus departments, to the Senate Executive Committee (SEC) requesting that the policy [VI-1.00 (D)] University of Maryland Disability & Accessibility Policy and Procedures be reviewed for amended policy changes. The changes to the policy allow the policy to be consistent with current federal regulations and align the policy with current practices.

The University of Maryland (the University) Disability & Accessibility VI-1.00 (D) outlines the University's approach to addressing reasonable accommodations to qualified individuals. The Policy outlines that the policy applies to all members of the University community, including students, faculty, staff, and third-party individuals. The Procedures provide further guidance on the proper campus entities to contact for requesting accommodations. The proposer highlighted that the current policy was outdated and no longer included the proper guidelines for accommodations. This caused requirements that were no longer feasible to be considered current policy. Additionally, it was highlighted by the proposer that the proposed amended policy language would not affect the underlying commitment of the University to provide disability accommodation.

At its meeting on September 11, 2024 the Senate Executive Committee (SEC) voted to charge the "Policy on Access for Individuals with Disabilities" proposal (Senate Document #24-25-09) to the Equity, Diversity, and Inclusion (EDI) Committee and asked the committee to consider if the updates were needed or were redundant with existing Americans with Disabilities (ADA) regulations (Appendix 1). The EDI Committee's deadline for this review was May 2025.

COMMITTEE WORK

The EDI Committee began review of the proposal at the October 8, 2024 meeting. During this initial meeting, the committee began by reviewing the various review, consult, consider, and recommend charge elements. Members discussed seeking data regarding similar policies that exist among Big Ten and peer institutions (Appendix 2). Additionally, members began reviewing the current UMD disability & accessibility policy as well as the proposed amended language.

In reviewing data from peer institutions, members noticed that many institutions have central “catch-all” websites for all accommodations and inquired if UMD could develop a similar design. Another trend was that a few institutions established a central disability accommodation fund to aid in supporting potentially costly accommodations. The fund would aid in assisting individuals to gain access to technology or other tools to aid in accommodations. While discussing the policies at peer institutions, committee members noted that other institutions have different processes that uniquely cater to the needs of the campus, and the UMD may have different needs, which were being reflected in the proposed amended language. Members expressed interest in learning more about the development of the proposed amended language and needed to understand why certain requirements in the current policy were deemed “not feasible” in the proposal.

Consultations were conducted with the representative of the following key stakeholders:

- Proposer
- Accessibility and Disability Services Office (ADS)
- University Human Resource (UHR) ADA Consultant
- Office of Faculty Affairs
- Office of Civil Rights & Sexual Misconduct (OCRSM)
- University Senate Faculty Affairs Committee
- University Senate Staff Affairs Committee
- University Senate Student Affairs Committee
- Office of General Counsel (OGC)

The committee began meeting with stakeholders in late November and engaged in ongoing discussions regarding the consultations and policy changes throughout the standing committee meetings. Consultations with the proposer identified the need for the amended changes, explaining that the last policy review occurred in 2016 and that the legal landscape of disability-related work and its interpretation in higher education had significantly evolved since that time. The proposer emphasized that the proposed policy and its revisions represent a significant shift in the policy, moving from a primarily student-focused approach to one that encompasses all members of the University community. The policy revisions explicitly extend beyond student services, encompassing faculty, staff, and the broader university community, and it was explained that a key aspect of the change is the emphasis on compliance as a shared responsibility across all departments and units, with clear delineation of roles and responsibilities for different university entities. The proposer shared that the policy updates remove specific timeline requirements for documentation, focusing instead on current functioning rather than verification of disability. The primary purpose of the documentation is to determine reasonable accommodation rather than to prove the existence of a disability. Members inquired during the consultation how the policy revisions would apply to graduate students who require accommodations for a Graduate Assistantship. The proposer explained that the ADS office serves as the primary office for academic accommodations and works with students needing specific considerations due to their employment responsibilities. Throughout the consultation, it was stressed that the policy applied to all of the University campus and that the proposed language did not change or alter the University's commitment to providing proper accommodations.

The remaining consultations held by the committee occurred in the Spring 2025 semester. Consultations with representatives of UHR and ADS indicated that the proposed changes being reviewed by the committee did not change the process of accommodations currently being offered by each office and only added to the clarity of the process. Both UHR and ADS were consulted by the proposer in the creation of the proposed language prior to it being submitted for review by the committee. Additionally, both representatives shared that the proposed updates provide additional clarity in defining specific requirements or conditions, such as defining physical and mental impairments, substantially limited function, and undue hardship. They both spoke to how the various proposed changes represent the current accommodation needs of the campus and gave room for the ever-changing nature of disability work. The less specific approach in detailing all aspects of the accommodation process was highlighted as a positive aspect in the proposed changes due to the approach enabling more flexibility in addressing requests on a case-by-case basis. The representative from ADS additionally highlighted the need for the updates for the committee by sharing that the current policy stipulates that the accommodation process for students needs to be conducted via paper; however, throughout the years, the internal process has changed to accommodate technological advances.

Additional consultations were held with representatives from the Office of Faculty Affairs and OCRSM. The Office of Faculty Affairs and OCRSM were also consulted regarding the proposed wording by the proposer due to their roles in the accommodation process. The representative from the Office of Faculty Affairs shared the office's full support of the proposed changes and that the revisions would be an improvement to the current policy in place. It was explained that the main updates included revised language to ensure compliance with federal law and the removal of specific procedural details, which provide respective offices with more flexibility in process implementation. The representative from OCRSM additionally shared support of the policy updates, mentioning that the changes ensure consistency with federal and state laws, particularly given frequent changes in government and executive orders. The importance of having clarity and consistency in the accommodation process was also emphasized. Both shared that they did not foresee issues with the implementation of the amended policy language. It was reported that OCRSM had seen an increase in disability accommodation complaints, particularly from graduate students, estimating that approximately 10 formal complaints were made in the past year.

The committee consulted with the University Senate, Faculty, Staff, and Student Affairs committees via a Google Form to gain feedback from the various committee members about the clarity of the new proposed language. Each committee member was asked to answer specific questions based on whether they were a student, staff member, or faculty member. Committee members were given a week to answer the Google Form questions. The feedback from the survey was that the proposed changes were clear to the respective constituency groups.

Committee members considered the information gained from the numerous consultations. While the majority of the individuals that the committee spoke with advocated that the proposed language provided added value and clarity to the overall accommodation process, there were areas of concern for the committee.

A major concern raised was regarding the confidentiality provisions in the policy, particularly regarding who constitutes "designated staff" for sharing disability information. Members suggested more specific language might be helpful to determine who is "designated staff", while others noted that maintaining flexibility was important to allow for various accommodation scenarios. A member suggested including "designated staff" as a word in the definition section. Through consultation with UHR and OGC, it was agreed to add additional wording to the section of the policy in question, guiding readers to refer to the confidentiality section.

Members additionally discussed the challenges graduate students face in navigating between their

dual roles as students and employees. A member shared the experience of some graduate students being confused about how to access accommodations because of the dual roles as employees and students that apply to graduate students. It was discussed that the term Graduate Assistant was used as an umbrella term for all graduate student positions. Through consultation with the proposer and OCRSM, the committee felt that graduate students who held Graduate Assistant positions were represented in the updated policy language.

The committee deliberated at length about the proposed language revisions and their impact on the campus community. After deliberations with representatives across the campus, the committee voted on the final policy recommendation at the March 2025 committee meeting. OGC was additionally consulted on the proposed policy revisions with the additional wording changes proposed by the committee.

RECOMMENDATIONS

The Equity, Diversity, and Inclusion Committee recommends that the proposed revisions to the University of Maryland Disability & Accessibility Policy and Procedures [VI-1.00 (D)], as shown immediately following this report, be approved.

APPENDICES

Appendix 1 – Charge from the Senate Executive Committee
Appendix 2 – Research from Big Ten Peer Institutions
Appendix 3 – Proposal Including Proposed Changes to the Policy
Appendix 4 – Red-lined Version of Changes to the Policy

Appendix 1- Charge from the Senate Executive Committee

UNIVERSITY SENATE **CHARGE**

Charged: September 11, 2024 | Deadline: May 2, 2025

Review of Policy on Access for Individuals with Disabilities (Senate Document #24-25-09)

Equity, Diversity, & Inclusion Committee | Chair: Yasmeen Faroqi Shah

The Senate Executive Committee (SEC) and Senate Chair Sly request that the Equity, Diversity, and Inclusion Committee review the University of Maryland Policy on Access for Individuals with Disabilities [VI-1.00(D)].

Specifically, the Equity, Diversity, and Inclusion Committee should:

1. Review:
    a. The proposal entitled Policy on Access for Individuals with Disabilities
    b. The policy entitled University of Maryland Disability and Accessibility Policy and Procedures (VI-1.00(D))
    c. The proposed policy update as provided in the proposal
    d. Similar policies and procedures on accessibility for individuals with disabilities at Big 10 and other peer institutions

2. Consult:
    a. A representative of the Accessibility and Disability Services Office
    b. University Human Resources ADA Consultant
    c. Office of Faculty Affairs
    d. Office of Civil Rights and Sexual Misconduct
    e. Faculty Affairs Committee
    f. Staff Affairs Committee
    g. Student Affairs Committee
    h. Office of General Counsel

3. Consider:
    a. The proposed changes in the proposal
    b. Whether the proposed policy updates are necessary or if they may be redundant with existing ADA regulations.

4. Consult with a representative from the Office of General Counsel on any proposed changes to the University's policy.

5. If appropriate, recommend whether the policy should be revised and if so, provide suggested revisions.

We ask that you submit a report to the University Senate Office no later than **May 2, 2025**. If you have questions or need assistance, please contact the University Senate Office, senate-admin@umd.edu.

Appendix 2 - Research from Big Ten Peer Institutions

School	Overview of Policy	Student Accommodation Process	Staff Accomodation Process	Faculty Accomodation Process	Last Revised	Notes			Committee Member Reviewing
UMD	The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of allabilities. The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded fromparticipation in or be denied the benefits of the	https://accessibility.umd.edu/accommodations, managed through ADS office, https://accessibility.umd.edu/accommodations	determined by UHR, https://uhr.umd.edu/employee-resources/leave-management/disability-	determined by UHR, https://uhr.umd.edu/employee-resources/leave-management/disability-	April, 15, 2024	GSG Proposal for an accomodation fund			Yasmeen
U of Illinois	The mission of Disability Resources and Educational Services (DRES) is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services and activities of the University of Illinois at Urbana-Champaign through the identification and enactment of reasonable modifications to institutional policies and procedures, the provision of effective auxiliary aids and services, the establishment of innovative educational services, and the pursuit of interdisciplinary disability research.	https://dres.illinois.edu/accommodations/	https://cae.illinois.edu/our-services/accessibility-and-accommodations/	https://cae.illinois.edu/our-services/accessibility-and-accommodations/			Students can file an application online via their portal. Students are r To enhance the obtainment of aids or accommodations by the start c	Faculty can request workplace accommodations through the ADA Di	Delida
Indiana University	Indiana University is committed to maintaining an inclusive and accessible environment across all of its campuses. Ensuring that all members of the university community have access to facilities, information, and information technology associated with administration and services, coursework and instruction, programs, and university-sponsored activities is critical to the university's educational mission and is among its highest priorities. The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination against qualified individuals with disabilities in employment and educational programs. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities.	IU Student accommodations procedures.	https://accessibility.iu.edu/ada/requesting-accommodations/for-employees/index.html	https://accessibility.iu.edu/ada/requesting-accommodations/for-employees/index.html	December, 6, 2018	Procedures for employees and students to request accommodations can be found at: https://policies.iu.edu/policies/ua-02-americans-disability-act/index.html?	**Student Procedures:** 1. File an application with campus AES; 2. rovide medical documentation re: licensed practitioner re: how disability or condition limits their participation in IU services, programs, or activities; 3. AES office determines appropriate accommodations taking into account the content of the course, the student's disability, and the documentation from an appropriately credentialed professional; 4. Students are responsible for discussing with instructors; Students responsible for notifying AES if accommodations are not adequately provided by instructor. NOTE: if request is for academic program modification then AES forwards request to academic unit and works with unit. Nothing in	**Employee Procedures:** File an application with designated office (may start with department chair, HR, Dean or academic affairs) but it will be elevated. Initial request for goes to IU Office of Institutional Equity and may be routed to appropriate accommodation specialist Provide medical documentation re: licensed practitioner re: functional disabilities Office determines if employee is eligible for accommodations under ADA and then facilitates a reasonable accommodation plan as it	Joanne Klossner
U of Iowa	At the University of Iowa, disability accommodations are managed primarily through Student Disability Services (SDS) for students and the Office of Institutional Equity (OIE) and Faculty & Staff Disability Services for faculty and staff.	https://sds.studentlife.uiowa.edu/accommodations	https://sds.studentlife.uiowa.edu/instructors	https://sds.studentlife.uiowa.edu/instructors	October, 10, 2022				
U of Michigan		https://ssd.umich.edu/ https://ssd.umich.edu/article/how-get-connected	https://ecrt.umich.edu/disability-accessibility/	https://ecrt.umich.edu/disability-accessibility/		Has an accessibility fund			Anna Emenheiser
Michigan State	For Students , Faculty and Staff at MSU with disabilities, can register with the RCPD and can be eligible for accommodations. Registration with the RCPD prior to situations requiring accommodations is essential. Step 1: Identify (RCPD's MyProfile). Step 2: Documentation. Step 3: Assessment Meeting.	https://www.rcpd.msu.edu/get-started/student-accommodations	https://www.rcpd.msu.edu/get-started/faculty-departmental-resources	https://www.rcpd.msu.edu/get-started/faculty-departmental-resources		https://www.rcpd.msu.edu/news/ability-blog https://www.rcpd.msu.edu/document/70			b.a. medina
U of Minnesota	The DRC works with students, faculty/instructors, staff, and guests with documented disabilities to facilitate access on an individualized, case-by-case basis. This interactive process takes time and requires collaboration and engagement among students and their instructors, faculty/staff and their supervisors, and guests and their hosts.	https://disability.umn.edu/student-access	https://disability.umn.edu/instructors/information-faculty-and-instructors	https://disability.umn.edu/instructors/information-faculty-and-instructors		Univ of Minnesota have developed a course on disability accomodations: https://inclusivecourse.umn.edu/			Lanna Duarte
U of Nebraska	Welcome to Services for Students with Disabilities (SSD), an office within the Division of Student Life. We value diverse identities and experiences, and we believe disability is an important aspect of diversity at the University of Nebraska-Lincoln. SSD partners with students, faculty, administrators, and staff to create accessible and inclusive educational and campus experiences for students with disabilities.	https://ssd.unl.edu/accommodation-resource-center-arc/	https://equity.unl.edu/facultystaff-disability-services/ada504-procedure-identifying-reasonable-accommodation/ https://ssd.	https://equity.unl.edu/facultystaff-disability-services/ada504-procedure-identifying-reasonable-accommodation/		https://equity.unl.edu/facultystaff-disability-services/ada504-accommodation-faq/			
Northwestern	The Northwestern University AccessibleNU (ANU) unit is responsible for the academic accommodation determination and coordination process for students with disabilities. ANU aims to identify educational barriers, problem solve to create equitable learning environments, communicate referral options for disability evaluation and academic assistance, and establish best practices for disability inclusion. Northwestern University honors disability as one of the many forms of diversity on our campus and as such, we actively collaborate with faculty, staff, and students to achieve access goals.	https://www.northwestern.edu/accessibleplenu/students/	https://www.northwestern.edu/accessibleplenu/faculty/	https://www.northwestern.edu/accessibleplenu/faculty/		https://www.northwestern.edu/accessibleplenu/about-us/what-we-do.html Has an accessibility fund			Yasmeen
Ohio State	Ohio State is committed to providing equal access and opportunities to all members of its community, ensuring compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.	https://slds.osu.edu/ https://ada.osu.edu/students	https://ada.osu.edu/employees	https://ada.osu.edu/employees					
U of Oregon	The University of Oregon is committed to providing equal access and opportunities to all members of its community, ensuring compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.	https://aec.uoregon.edu/	https://hr.uoregon.edu/disability-accommodation-process-guide	https://hr.uoregon.edu/disability-accommodation-process-guide		General overview: https://aec.uoregon.edu/our-philosophy			
Penn State	At Penn State, we are committed to providing a welcoming, encouraging, and empowering environment for students with disabilities to ensure equal access, full participation, and reasonable accomodations for their academic pursuits. Student Disability Resources (SDR) is responsible for coordinating support services, reasonable academic accomodations, and promoting disability awareness in the university community.	https://equity.psu.edu/offices/student-disability-resources	https://sites.psu.edu/aacffice2/welcome/access-disability/	https://sites.psu.edu/aacffice2/welcome/access-disability/		Upcoming Events: https://equity.psu.edu/offices/student-disability-resources/events			Dalton
Purdue	Purdue University is committed to making education, employment, services, programs and activities accessible. Purdue University offers numerous resources to employees, students and visitors who may need additional assistance while attending, visiting and/or working for the University. The Purdue Community works together to remove any barriers that prevent equal opportunities to individuals who have disabilities.	https://www.purdue.edu/drc/	https://www.purdue.edu/hr/workpurdue/wrplenvironindex.php	https://www.purdue.edu/hr/workpurdue/wrplenvironindex.php		https://www.purdue.edu/accessibilityresources/			
Rutgers	This Policy discusses the University's prohibitions against discrimination, harassment, and retaliation based upon an individual's disability; the responsibility of the University to ensure equal participation, access, and employment opportunities to otherwise qualified individuals with disabilities to the University's programs, services, and facilities; the right of individuals with disabilities to request reasonable accommodations; and the responsibility of the University to provide reasonable accommodations in a timely manner. The scope of the policy is set forth herein, as well as relevant definitions. The Policy also references the processes for reporting violations of this Policy.	https://ods.rutgers.edu/	https://uhr.rutgers.edu/oee/accommodations	https://uhr.rutgers.edu/oee/accommodations	06/14/2024	https://oasa.rbhs.rutgers.edu/office-of-disability-services/			Yvette
UCLA	Reasonable accommodations are determined through an interactive process between the CAE, the student, and instructional staff. It is axiomatic that reasonable accommodations must be disability-based. The academic adjustments and/or auxiliary aids, and/or modification or adjustment to practices, procedures, or policies are so that a qualified student with a disability receives equal access to a course, program, service, or activity.	https://cae.ucla.edu/accommodations https://cae.ucla.edu/faculty	https://irm.ucla.edu/disability-mgt/employee-disability-management-services	https://irm.ucla.edu/disability-mgt/employee-disability-management-services		https://chr.ucla.edu/staff-diversity/disabilities-reasonable-accommodation			Felicia
USC	The university is committed to the full accessibility of our campus, programs, and activities to individuals with disabilities. USC will make a good faith effort to provide reasonable accommodation for qualified visitors, prospective students, enrolled students, employment applicants, and employees with a disability unless the accommodation requested would cause an undue hardship as defined by the ADA. In compliance with Section 504 of the Rehabilitation Act, the university provides academic adjustments and auxiliary aids for students with disabilities.	https://osas.usc.edu/ https://policy.usc.edu/disability-accommodations/	https://accessibility.usc.edu/accommodations-and-services/interactive-process-center-of-excellence/#the-interactive-process	https://accessibility.usc.edu/accommodations-and-services/interactive-process-center-of-excellence/#the-interactive-process	December 15, 2023	https://accessibility.usc.edu/report-a-barrier/ https://policy.usc.edu/disability-accommodations/			b.a. medina
U of Washington	Overall, UW's "disability accommodation process is intended to be interactive and collaborative, relying on open communication and active participation between you and the University." University Policy states "the University to provide reasonable accommodations to qualified students with disabilities and to afford them an equal opportunity to participate in and enjoy the benefits of University courses, programs, services, and activities." Each campus has their own Disability Resources for Students (DRS) office. DRS engages in an interative process to determine reasonable accomodations. There are seven universities policies listed as connected to access and accommodations.	https://depts.washington.edu/uwdrs/ https://www.washington.edu/doit/tutorial-making-online-learning-accessible-students-disabilities https://depts.washington.edu/uwdrs/current-students/accommodations/	https://hr.uw.edu/dso/services/	https://hr.uw.edu/dso/services/	26 June 2023				Yvette
U of Wisconsin	The University of Wisconsin–Madison is committed to providing students, faculty, staff and visitors with access to its programs, services and facilities. This includes providing reasonable accommodations that ensure qualified applicants and employees with disabilities have equal employment opportunities.	https://mcburney.wisc.edu/ https://mcburney.wisc.edu/apply-for-accommodations/	https://employeedisabilities.wisc.edu/	https://employeedisabilities.wisc.edu/		Has an accesibility fund Upcoming Events: https://mcburney.wisc.edu/dpc/			Anna Emenheiser

UNIVERSITY SENATE **PROPOSAL**

Submitted on: August 27, 2024

POLICY ON ACCESS FOR INDIVIDUALS WITH DISABILITIES

NAME/TITLE	Emily Singer Lucio		
EMAIL	eslucio@umd.edu	**PHONE**	52841
UNIT	ADA/ODI	**CONSTITUENCY**	All

DESCRIPTION OF ISSUE

The amendments to the current Disability Policy (Policy Number: VI-1.00(D)) are intended to clarify the Policy and address practical concerns with the existing policy that University stakeholders have experienced. The ADA/504 Coordinator has worked with the offices directly responsible with administering the accommodation processes - Accessibility and Disability Services (student accommodations), Office of Faculty Affairs (faculty) and University Human Relations (staff and faculty) - and for handling disability discrimination complaints (OCRSM) to identify issues with the current policy and propose these amendments.

Current Policy:
https://policies.umd.edu/general-administration/university-of-maryland-disability-accessibility-policy-and-procedures

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The goal of the amended policy is to conform to best practices, remove requirements that are not feasible or consistent with current practices, to clarify the roles of the various offices, and provide a mechanism by which those offices' procedures can be adopted and modified. The amended Policy will not affect the underlying commitment of the University to provide disability accommodations as legally required without, however, fundamentally altering academic requirements, eliminating the essential duties of a job, or imposing undue hardship on the University.

Updated policy: https://drive.google.com/file/d/128QueOgqma4Wq8jYHxIzJzceeaFaGul8/view?usp=drive_link

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

As noted above, the offices responsible for effectuating the disability accommodation and complaint processes have collaborated on drafting the proposed amendments. Therefore, upon adoption of the amended policy, the offices will be in a position to smoothly transition and incorporate the amended policy when it is adopted.

ADDITIONAL INFORMATION

This policy update was done in collaboration with Emily Singer Lucio (ADA), Tessa Cahill (ADS), Chetan Joshi (ADS), John Bertot (OFA), Natacha Thys (UHR), VJ Aderholt (UHR), Chris Lord (OGC) and Emily Bolyard Legih (OGC).

In addition, the following members of the administration have reviewed it and signed off on it: Patty Perillo, Warren Kelley, Jennifer Rice, Betsie Beise, Jay Rossello, Rythee Lambert-Jones, Jackie Richmond and Georgina Dodge.

It has also been reviewed by Angela Nastase (OCRSM).

VI-1.00(D) UNIVERSITY OF MARYLAND POLICY ON ACCESS FOR INDIVIDUALS WITH DISABILITIES

I. PURPOSE

The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. As part of this commitment, the University aims to provide reasonable accommodations to qualified individuals as set forth in this Policy.

The University of Maryland Policy on Access for Individuals with Disabilities ("this Policy") strictly prohibits discrimination against individuals on the grounds of disability and retaliation against individuals arising in connection with the assertion of rights afforded to them under this Policy. This Policy applies to all members of the campus community, including students, employees and visitors.

II. DEFINITIONS

A. **Accommodation** means an adjustment or modification in the environment that enables an individual to enjoy equal access to the University's programs, services or activities.
   1. A reasonable accommodation in the student setting is a modification or adjustment to a course, program, or activity or facility that allows the student with a disability to participate as fully as possible in the programs and activities offered by the University. Accommodation may be necessary where the student has, or has a record of having, a disability. An accommodation is not considered reasonable if it would result in a fundamental alteration of a University program or impose an undue burden on the University.
   2. A reasonable accommodation in the work environment is any change to the application or hiring process, to the job, to the way the job is done, or the work environment that allows a person with a disability who is qualified for the job to perform the essential functions of that job and enjoy equal employment opportunities. Accommodations are not considered reasonable if they impose an undue hardship on the University or a direct threat.

B. **Auxiliary Aids and Services** may include:
   1. **For individuals with communication related disabilities**: Qualified interpreters on-site or through video remote interpreting (VRI) services; notetakers; real-time computer-aided transcription services; written materials; exchange of written notes; telephone handset amplifiers;

assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real-time captioning; voice, text, and video-based telecommunications products and systems, videophones, and captioned telephones, or equally effective telecommunications devices; videotext displays; accessible electronic and information technology; or other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing.

2. **For individuals with vision related disabilities**: Qualified readers; recorded texts; audio recordings; Braille materials and displays; screen reader software; magnification software; optical readers; secondary auditory programs (SAP); large print materials; accessible electronic and information technology; or other effective methods of making visually delivered materials available to individuals who are blind or have low vision; acquisition or modification of equipment or devices; and other similar services and actions.

C. **Direct Threat to Health or Safety** means a significant risk of substantial harm to health or safety that cannot be eliminated by reasonable accommodations, modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether an individual poses a direct threat to health or safety, the University must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available independent and objective evidence, to ascertain:
    1. The nature, duration, and severity of the risk;
    2. The probability that the potential injury actually will occur; and
    3. Whether reasonable accommodations and/or modification of policies, practices, or procedures will mitigate the risk.

D. **Essential Element or Function**.
    1. In the academic context, an accommodation is not reasonable if it means making a substantial change in an essential element of a course or a given student's curriculum. It is the institution's responsibility to demonstrate both that the change requested is substantial and that the element targeted for change is essential to the conduct of the course or curriculum.
    2. Essential functions in the workplace are job duties that are fundamental to the position, they are the reason the job exists. In order to be qualified for a position, an applicant or employee must be able to perform essential job functions, with or without accommodations.

E. **Fundamental Alteration**. Under the Americans with Disabilities Amendments Act of 2008, “A public entity must reasonably modify its policies, practices, or procedures to avoid discrimination. If the public entity can demonstrate, however, that the modifications would fundamentally alter the nature of its service, program, or activity, it is not required to make the modification.” A "fundamental alteration" is a change that is so significant it alters the essential

nature of a course or a program of instruction (a major change in the nature of the program, lowering an academic or performance standard, removing or waiving acquisition of a skill that is essential, removing or waiving acquisition of a skill that is directly related to the health and safety of others, removing or waiving requirements that are directly related to qualifying for that license).

F. **Impairment - Physical or Mental** means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. This includes any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

   Temporary impairments that take significantly longer (more than 6 months) to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe.

   Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage (34 CFR 300.8).

G. **Individual with a Disability** is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

H. **Major Life Activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

I. **Qualified** means one who meets the academic, technical, and/or job standards requisite to admission, employment or participation in any university program, service or activity with or without accommodations.

J. **Substantially Limits** means a material restriction of the duration, manner or condition under which an individual can perform a major life activity when compared to the average person's ability to perform that same major life activity. The determination of whether impairment substantially limits a major life activity shall be made without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, use of assistive technology, reasonable accommodations or auxiliary aides or services or learned behavioral or adaptive neurological modifications.

K. **Undue Burden / Hardship**. The University need not provide reasonable accommodations and/or make modifications or provide auxiliary aids or services if it constitutes an undue burden/hardship. In determining whether or not an undue burden/hardship exists, the factors to be considered include, but are not limited to, the nature, duration, and significant cost of the action needed.

III. SCOPE

This Policy applies to:

A. All educational delivery and practices. This includes but is not limited to recruitment, application, examination and testing, and educational status, and applies to students including those engaged in distance learning through the university.

B. All employment practices and actions through the entire employee life cycle. This includes, but is not limited to, contingent employees, recruitment, application, hiring, training, disciplinary actions, advancement, transfer, reassignment, and employment status.

C. All health care services and the facilities where such services are provided.

D. All programs over which the University exercises substantial control, which may occur outside of the classroom, campus, or office environment but are a vital part of the university experience (e.g., education abroad, sponsored events, extension programs).

E. All public access to University programs and other offerings. This includes, but is not limited to, athletic events, parking, conferences, and any other event or service open to the public.

F. All facilities and property owned, operated by, or rented by the University.

G. Digital information and services. Please refer to the University of Maryland Web Accessibility Policy, University of Maryland IT Accessibility Addendum, Accessible Media Content Guidelines and the Video Captioning Standard.

The University's ADA Coordinator listed below is responsible for campus-wide compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and other applicable federal and state laws and regulations.

ADA/504 Coordinator
Office of Diversity and Inclusion
0112 Lee Building
7809 Regents Drive
College Park MD 20742
tel:301 405-2841 | fax:301 314-9992
adacoordinator@umd.edu
accessibility.umd.edu

IV. CONFIDENTIALITY

A. The University recognizes that disability records contain confidential information and are to be treated as such pursuant to State and Federal law. For faculty and staff, all supporting disability documentation will be kept confidential and separate from personnel records, with the exception that the Accommodation Plan would remain with personnel records. For students, all supporting disability documentation and information will be kept confidential and separate from education records, with the exception of an Accommodation Letter that students personally share directly with third parties (i.e. faculty member, academic adviser etc.). Information related to a disability may be disclosed if necessary (as indicated below in IV(B) and (C), as well as when permitted by the University's Privacy Policy, and Federal and State law.
B. An individual's right to privacy must still be balanced against the University's need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the individual, the provision of services may involve designated staff disclosing disability information provided by the individual to appropriate University personnel necessary to the accommodation process.
C. Information may be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the individual or other individuals. This is limited to a specific situation that presents imminent danger to members of the school or community. Any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. The amount of information that may be released is determined on a case-by-case basis.

V. ACCOMMODATION REQUEST PROCESS

A. It is the responsibility of all Individuals with a Disability to identify themselves as an Individual with a Disability when requesting an accommodation or modification to a program, service, or job. It is also the responsibility of the Individual with the Disability to provide supporting documentation of their disability from a relevant credentialed professional that demonstrates how the disability affects their ability to perform the essential functions of their job or to

participate in and benefit from educational programs, services, and/or activities of the University.

B. The University will work to ensure that persons with disabilities are provided with reasonable accommodations. This is an expectation of our University's shared values, consistent with an intellectual community that celebrates individual differences and diversity, and consistent with applicable state and federal laws.
C. Qualified students and employees with disabilities have the same obligation as all members of the community to meet and maintain the institution's job performance, academic and technical standards, and codes of conduct.
D. The following offices have the authority to determine eligibility and facilitate accommodations for individuals with disabilities:
    1. The Accessibility and Disability Service ("ADS") office establishes the processes and procedures, determines eligibility, facilitates the interactive process and provides appropriate disability accommodations to UMD students. This includes accommodations for graduate students who are performing assistantships as Graduate Assistants. ADS may coordinate with other offices in connection with the accommodation process as necessary.
    2. The Office of Faculty Affairs ("OFA"), in collaboration with University Human Resources, establishes the processes and procedures, determines eligibility, and facilitates the interactive process for UMD faculty accommodations.
    3. The Office of University Human Resources ("UHR") establishes the processes and procedures, determines eligibility, and facilitates the interactive process for UMD staff accommodations.
    4. Visitors to campus can refer to the accessibility website.

VI. DENIAL OF ACCOMMODATIONS

A. The University reserves the right to deny services or accommodations if sufficient supporting documentation and information is not provided by the individual to support the need for an accommodation.
B. If the documentation provided by the individual does not support the existence of a disability or the need for an accommodation, the individual will be advised. Individuals will be given the opportunity to supplement the initial documentation with further information within a reasonable time frame. In such instances written evaluations from physicians or other qualified specialists are particularly helpful in evaluating accommodation requests.
C. The University is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course or job requirement is essential to the program, the University is not required to waive the requirement. In evaluating whether the requested program modifications would require

substantial program alteration or would fundamentally alter standards or programs, the program administrator should consider the underlying reasons for the program components and how the challenged components are consistent with the program standards, and how the requested accommodations would be inconsistent with the goals and standards of the program.

D. Additionally, an accommodation that makes a substantial change in an essential element of a course or essential function of job requirements may not be reasonable and therefore not required. It is the institution's responsibility to determine whether the change requested is substantial and that the element targeted for change is essential to the conduct of the course, curriculum or job responsibilities.
E. The University also does not need to provide accommodations and/or make modifications or provide auxiliary aids or services if it constitutes an undue burden/hardship on the University. In determining whether or not an undue burden exists, the factors to be considered are the nature, duration, and cost of the action needed in the context of the overall financial resources of the University.
F. Accommodations may not need to be made if making the accommodation or allowing participation poses a direct threat to the health or safety of others; if making the accommodation means a substantial change in an essential element, job function, or a substantial alteration in the manner in which services are provided; and/or if it poses an undue financial or administrative burden.

VII. COMPLAINT PROCESS

As set forth in the University of Maryland Non Discrimination Policy and Procedures (Policy No. VI-1.00(B), the University prohibits discrimination and retaliation**.** Individuals who believe they have not received appropriate accommodations, have otherwise been discriminated against because of their disability, or have suffered retaliation, have the following options to seek redress and/or file a complaint.

A. Informal Complaint Process (Students): For matters involving accommodations, students must first follow the ADS Appeals Process before filing a formal complaint with the University. Every reasonable effort should be made to resolve such accommodation issues at this level.
B. Informal Complaint Process (Faculty and Staff): For matters involving accommodations, individuals should first attempt to resolve any concerns through the accommodation process facilitated by UHR and/or OFA before filing a formal complaint with the University. UHR and/or OFA will meet with the employee as soon as possible and attempt to resolve the concern through informal resolution. Every reasonable effort should be made to resolve issues at these levels before filing a formal complaint.
C. Formal Complaint Process: Individuals who believe they have been denied

reasonable accommodations, otherwise discriminated against on the basis of disability, or retaliated against, may file a complaint under the UMD Non-Discrimination Policy with the Office of Civil Rights and Sexual Misconduct (OCRSM) using the Discrimination Complaint Form.

The Office of Civil Rights and Sexual Misconduct (OCRSM)
Telephone: 301-405-1142
Email: titleixcoordinator@umd.edu
Website: https://ocrsm.umd.edu/

D. Additional Complaint Options:

Students have the right at any time to file a complaint with the Office of Civil Rights of the U.S. Department of Education. The Office of Civil Rights investigates timely complaints for which they have jurisdiction.

Office for Civil Rights U.S. Department of Education
Philadelphia Office (Regional Office for Maryland)
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Phone: 215-656-8541
FAX: 215-656-8605
TTY: 800-877-8339
Email: OCR.Philadelphia@ed.gov
Website: http://www2.ed.gov/about/offices/list/ocr/index.html

Employees have the right at any time to file a complaint with the Equal Employment Opportunity Commission or the Maryland Commission on Civil Rights.

Equal Employment Opportunity Commission (EEOC)
Phone: 800-669-4000
Website: https://egov.eeoc.gov/eas/

Maryland Commission on Civil Rights
Phone: 410-767-8600
Website: http://mccr.maryland.gov/

Students and Employees can also file an Americans with Disabilities Act complaint through the US Department of Justice alleging disability discrimination.

US Department of Justice
950 Pennsylvania Avenue, NW
Civil Rights Division
Disability Rights Section 1425 NYAV
Washington, D.C. 20530
Phone: (800) 514-0301

Fax: (202) 307-1197
TTY: (800) 514-0383
Website: www.ada.gov/complaint/

Appendix 4 - Red-lined Version of Changes to the Policy

Proposed Revisions from the EDI Committee
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

VI-1.00(D) UNIVERSITY OF MARYLAND DISABILITY & ACCESSIBILITY POLICY AND PROCEDURES
(Approved on an Interim Basis October 1, 2015; Amended March 23, 2016; Amended and approved by the President May 6, 2016; Technical amendments June 1, 2020; Technical amendments September 21, 2021, Amended XX, xx 2025)

I. POLICY

The University of Maryland is committed ~~to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is committed~~ to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. As part of this commitment, the University ~~The University of Maryland~~ provide~~s~~ reasonable accommodations to qualified individuals as set forth in this Policy.

The University of Maryland Policy on Access for Individuals with Disabilities ("this Policy") strictly prohibits ~~Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.D~~discrimination against individuals on the grounds of disability and retaliation against individuals arising in connection with the assertion of rights afforded to them under this Policy. ~~is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.~~ This Policy applies to all members of the campus community, including students, employees and visitors.

A. ~~Applicability~~

~~This Policy applies to all members of the University community, including students, faculty, staff, and third party individuals. It is the responsibility of individual students and employees to identify themselves as persons with a disability when requesting an accommodation. It is also the responsibility of the individual with the disability to provide current supporting documentation of their disability from a relevant credentialed professional that demonstrates how the disability affects their ability to perform the essential functions of their job or to participate in and benefit from educational programs, services, and/or activities of the University. All supporting disability documentation will be kept confidential and separate from personnel records.~~

~~Students and employees with disabilities have the same obligation as all members of the community to meet and maintain the institution's job performance, academic and technical standards, and codes of conduct.~~

~~The University's ADA Coordinator is responsible for campus-wide compliance with the Americans with Disabilities Act (ADA) as amended and Section 504 of the~~

~~Rehabilitation Act. The ADA Coordinator can be contacted at:~~

~~ADA/504 Coordinator~~
~~Office of Diversity & Inclusion~~
~~Phone: 301-405-2841 | Fax: 301-314-9992~~

~~Email: ADAcoordinator@umd.edu~~

II. DEFINITIONS

A. "Accommodation" means an adjustment or modification in the environment that enables an individual to enjoy equal access to the University's programs, services or activities.
   1. A reasonable accommodation in the student setting is a modification or adjustment to a course, program, or activity or facility that allows the student with a disability to participate as fully as possible in the programs and activities offered by the University. Accommodation may be necessary where the student has, or has a record of having, a disability. An accommodation is not considered reasonable if it would result in a fundamental alteration of a University program or impose an undue burden on the University.
   2. A reasonable accommodation in the work environment is any change to the application or hiring process, to the job, to the way the job is done, or the work environment that allows a person with a disability who is qualified for the job to perform the essential functions of that job and enjoy equal employment opportunities. Accommodations are not considered reasonable if they impose an undue hardship on the considered reasonable if they impose an undue hardship on the University or a direct threat.

B. "Auxiliary Aids and Services" may include:
   1. For individuals with communication-related disabilities: Qualified interpreters on-site or through video remote interpreting (VRI) services; notetakers; real-time computer-aided transcription services; written materials; exchange of written notes; telephone handset amplifiers; assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real-time captioning; voice, text, and video-based telecommunications products and systems, videophones, and captioned telephones, or equally effective telecommunications devices; videotext displays; accessible electronic and information technology; or other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing.
   2. For individuals with vision-related disabilities: Qualified readers; recorded texts; audio recordings; Braille materials and displays; screen reader software; magnification software; optical readers; secondary auditory programs (SAP); large print materials; accessible electronic and information technology; or other effective methods of making visually delivered materials available to individuals who are blind or have low vision; acquisition or modification of equipment or devices; and other similar services and actions.

C. "Direct Threat to Health or Safety" means a significant risk of substantial harm to health or safety that cannot be eliminated by reasonable accommodations, modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether an individual poses a direct threat to health or safety, the University must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or the best available independent and objective

evidence, to ascertain:

1. The nature, duration, and severity of the risk;
2. The probability that the potential injury actually will occur; and
3. Whether reasonable accommodations and/or modification of policies, practices, or procedures will mitigate the risk.

D. "Essential Element or Function"

1. In the academic context, an accommodation is not reasonable if it means making a substantial change in an essential element of a course or a given student's curriculum. It is the institution's responsibility to demonstrate both that the change requested is substantial and that the element targeted for change is essential to the conduct of the course or curriculum.
2. Essential functions in the workplace are job duties that are fundamental to the position, they are the reason the job exists. In order to be qualified for a position, an applicant or employee must be able to perform essential job functions, with or without accommodations. In determining whether accommodations are reasonable and/or will allow the employee to perform the essential functions of the position, it may be necessary to disclose disability information in accordance with Confidentiality Section IV (B) and (C), below.

E. "Fundamental Alteration" Under the Americans with Disabilities Amendments Act of 2008, "A public entity must reasonably modify its policies, practices, or procedures to avoid discrimination. If the public entity can demonstrate, however, that the modifications would fundamentally alter the nature of its service, program, or activity, it is not required to make the modification." A "fundamental alteration" is a change that is so significant it alters the essential nature of a course or a program of instruction (a major change in the nature of the program, lowering an academic or performance standard, removing or waiving acquisition of a skill that is essential, removing or waiving acquisition of a skill that is directly related to the health and safety of others, removing or waiving requirements that are directly related to qualifying for that license).

F. "Impairment - Physical or Mental" means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin and endocrine. This includes any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Temporary impairments that take significantly longer (more than 6 months) to heal, long-term impairments, or potentially long-term impairments of indefinite duration may be disabilities if they are severe.

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities,

brain injury, minimum brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage (34 CFR 300.8).

G. "Individual with a Disability" ~~(with respect to an individual) is defined by the ADA as a person who has~~ a physical or mental impairment that substantially limits one or more ~~of the person's~~ major life activities, ~~taking into consideration any mitigating measures;~~ who has a history or record of ~~having~~ such an impairment; or a person who is perceived by others as having such impairment. ~~being regarded as having such an impairment.~~

H. "Major Life Activities" include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

I. "Qualified" means one who meets the academic, technical, and/or job standards requisite to admission, employment or participation in any university program, service or activity with or without accommodations.

J. "Substantially Limits" means a material restriction of the duration, manner or condition under which an individual can perform a major life activity when compared to the average person's ability to perform that same major life activity. The determination of whether impairment substantially limits a major life activity shall be made without regard to effects of mitigating measures such as medication, medical supplies, hearing aids, use of assistive technology, reasonable accommodations or auxiliary aides or services or learned behavioral or adaptive neurological modifications.

K. "Undue Burden / Hardship" The University need not provide reasonable accommodations and/or make modifications or provide auxiliary aids or services if it constitutes an undue burden/hardship. In determining whether or not an undue burden/hardship exists, the factors to be considered include, but are not limited to, the nature, duration, and significant cost of the action needed.

~~"Disability Supporting Documentation" is a current medical, psychological, educational or other relevant documentation provided by a credentialed third party that establishes a person has a Disability as defined above and demonstrates how the Disability affects the person's ability to perform the essential functions of their job or to participate in educational programs, services, or activities of the University.~~

~~"Discrimination" is unequal treatment based on a Disability that interferes with an individual's ability to participate in the University's educational programs, services, or activities, or with an~~

~~individual's ability to perform their job responsibilities.~~

~~"Essential Job Functions" is the fundamental, basic job duties performed in a position. A function may be essential because: the position exists to perform that function; there are a limited number of employees available who could perform that function; and/or the function is highly specialized, and the incumbent is hired for special expertise or ability to perform it.~~

~~"Interactive Process" is ongoing communication between the employee and employer, or the student and instructor or other University personnel, for the express purpose of providing a reasonable accommodation.~~

~~"Qualified Employee" is an employee with a Disability who meets the legitimate skills, experience, education, or other requirements of a job and who can perform the Essential Job Functions of the position with or without reasonable accommodation.~~

~~"Qualified Student" is a student with a Disability who meets the academic and technical standards requisite for admission to or participation in the programs, services, or activities of the University with or without reasonable accommodation.~~

~~"Reasonable Accommodations for Students" are adjustments including academic assistance, modifications to rules, policies, or practices; environmental adjustments, such as the removal of architectural, communication, or transportation barriers; or auxiliary aids and services necessary for a student to participate in University programs, services, or activities. Adjustments must address the particular Disability and shall not fundamentally alter the academic objectives of an individual course, curriculum, program, or degree. Examples of accommodations include: extended time for timed exams, reduced distraction environments for exams, sign language interpreters, transcribers, alternate texts and reading materials, recorded lectures, and assistive technologies. This is not an exhaustive list.~~

~~"Reasonable Accommodations for Staff and Faculty and Student Employees" are any changes to a job, the work environment, or the way things are usually done that allow an individual with a Disability to apply for a job, perform job functions, or enjoy equal access to benefits available to other individuals in the workplace. Modifications must address the particular Disability and should not fundamentally alter the employee's Essential Job Functions.~~

~~"Retaliation" is action taken against an individual solely because of seeking an accommodation related to Disability, filing a complaint of Discrimination based on Disability, or participating in an investigation or proceeding concerning allegations of Discrimination based on Disability.~~

III. SCOPE

This Policy applies to:

A. All educational delivery and practices. This includes but is not limited to recruitment, application, examination and testing, and educational status, and applies to students including those engaged in distance learning through the university.
B. All employment practices and actions through the entire employee life cycle. This includes, but is not limited to, contingent employees, recruitment, application, hiring, training, disciplinary actions, advancement, transfer, reassignment, and employment status.
C. All health care services and the facilities where such services are provided. D. All programs over which the University exercises substantial control, which may occur outside of the classroom, campus, or office environment but are a vital part of the university experience (e.g., education abroad, sponsored events, extension programs).
D. All public access to University programs and other offerings. This includes, but is not limited to, athletic events, parking, conferences, and any other event or service open to the public.
E. All facilities and property owned, operated by, or rented by the University. G. Digital information and services. Please refer to the University of Maryland Web Accessibility Policy, University of Maryland IT Accessibility Addendum, Accessible Media Content Guidelines, and the Video Captioning Standard.

The University's ADA Coordinator listed below is responsible for campus-wide compliance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and other applicable federal and state laws and regulations.

ADA/504 Coordinator
Office of Diversity and Inclusion
0112 Lee Building
7809 Regents Drive
College Park MD 20742
tel:301 405-2841 | fax:301 314-9992
adacoordinator@umd.edu
accessibility.umd.edu

IV. CONFIDENTIALITY

A. The University recognizes that disability records contain confidential information and are to be treated as such pursuant to State and Federal law. For faculty and staff, all supporting disability documentation will be kept confidential and separate from personnel records, with the exception that the Accommodation Plan would remain with personnel records. For students, all supporting disability documentation and information will be kept confidential and separate from education records, with the exception of an Accommodation Letter that students personally share directly with third parties (i.e. faculty member, academic adviser etc.). Information related to a disability may be disclosed if necessary (as indicated below in IV(B) and (C), as well as when permitted by the University's Privacy Policy, and Federal and State law.

B. An individual's right to privacy must still be balanced against the University's need to know the information in order to provide requested and recommended services and accommodations. Therefore, in the interest of serving the needs of the individual, the provision of services may involve designated staff disclosing disability information provided by the individual to appropriate University personnel necessary to the accommodation process.

C. Information may be disclosed to appropriate parties in a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the individual or other individuals. This is limited to a specific situation that presents imminent danger to members of the school or community. Any release must be narrowly tailored considering the immediacy, magnitude, and specificity of information concerning the emergency. The amount of information that may be released is determined on a case-by-case basis.

~~V.~~ ~~III.~~ ACCOMMODATION REQUEST ~~PROCEDURES~~ PROCESS

A. It is the responsibility of all Individuals with a Disability to identify themselves as an Individual with a Disability when requesting an accommodation or modification to a program, service, or job. It is also the responsibility of the Individual with the Disability to provide supporting documentation of their disability from a relevant credentialed professional that demonstrates how the disability affects their ability to perform the essential functions of their job or to participate in and benefit from educational programs, services, and/or activities of the University.

B. The University will work to ensure that persons with disabilities are provided with reasonable accommodations. This is an expectation of our University's shared values, consistent with an intellectual community that celebrates individual differences and diversity, and consistent with applicable state and federal laws.

C. Qualified students and employees with disabilities have the same obligation as all members of the community to meet and maintain the institution's job performance, academic and technical standards, and codes of conduct.

D. The following offices have the authority to determine eligibility and facilitate

accommodations for individuals with disabilities:

1. The Accessibility and Disability Service ("ADS") office establishes the processes and procedures, determines eligibility, facilitates the interactive process and provides appropriate disability accommodations to UMD students. This includes accommodations for graduate students who are performing assistantships as Graduate Assistants. ADS may coordinate with other offices in connection with the accommodation process as necessary.

2. The Office of Faculty Affairs ("OFA"), in collaboration with University Human Resources, establishes the processes and procedures, determines eligibility, and facilitates the interactive process for UMD faculty accommodations.

3. The Office of University Human Resources ("UHR") establishes the processes and procedures, determines eligibility, and facilitates the interactive process for UMD staff accommodations.

4. Visitors to campus can refer to the accessibility website.

~~A. Student Accommodation Request Procedures~~

~~This Policy requires the University and its agents to engage in an interactive dialogue with the student in order to implement reasonable accommodations. The provision and coordination of accommodations for students registered with the Accessibility & Disability Service (ADS) shall not require the University to fundamentally alter the academic objectives of an individual course, curriculum, program, or degree.~~

~~5. Accommodation Request~~

~~It is the responsibility of the ADS to determine Reasonable Accommodations for Students. To receive an accommodation, students must register with the ADS. Students must provide supporting documentation that demonstrates how their Disability limits participation in courses, programs, services, jobs, activities, and/or access to facilities of the University. Documentation of the Disability should be current and from appropriate professionals who are credentialed to diagnose the student's particular Disability. The type of required documentation will vary depending on the nature of the Disability and accommodations requested. *See the ADS website (https://www.counseling.umd.edu/ads/prospective/) for documentation requirements*. All documentation related to a student's Disability shall be kept confidential and retained by the ADS. The ADS file shall be maintained separately from other student records maintained by the University.~~

~~a. Timeliness~~

~~Requests for accommodations should be made far enough in advance to allow the ADS adequate time to review registration documentation, establish~~

~~whether the student is qualified, and determine a reasonable accommodation through an Interactive Process with the student. Generally, it is best to request accommodations several weeks before a semester begins or as soon as a Disability becomes known.~~

~~6. Eligibility Determination~~

Students are responsible for scheduling an in-person meeting with the ADS and submitting all necessary supporting documents prior to that meeting. The purpose of the meeting is for the ADS to engage the student in an Interactive Process to determine whether the student is: 1) a qualified individual, and 2) eligible for the specific requested accommodation(s). Once the student contacts the ADS to schedule an appointment, and submits all necessary supporting Disability documentation, the ADS will work in good faith to determine and meet a Qualified Student's reasonable accommodation needs within ten (10) business days.

7. Implementation

After eligibility has been established, the ADS will determine reasonable accommodations required by the student. An *Accommodations Letter* will be developed for the student with directions for sharing the letter with instructors. After receiving the *Accommodations Letter* via email, students are expected to meet with each course instructor, in person, to provide them with a copy of the *Accommodations Letter* and to obtain their signature on the *Acknowledgment of Student Request* form. Students and instructors will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding implementation of the ADS approved accommodations agreed upon between the student and the individual course instructor must be documented and added to the *Acknowledgment of Student Request* form, and signed by the instructor. The student is responsible for submitting the signed original form to the ADS, and retaining a copy of the signed *Acknowledgment of Student Request* form for their individual records.

It is the responsibility of the ADS to work with the student and the instructor (and Department Chair or Dean as appropriate) to facilitate effective and timely implementation of reasonable accommodation(s). If a student believes they are being denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the student should contact the ADS immediately. All parties will prioritize accommodation implementation meetings requested by the ADS. The University will use good faith efforts to resolve any outstanding issues within five (5) business days. If the student is not satisfied with the results of good faith efforts to resolve this issue, they may file a complaint with the University's Office of Civil Rights & Sexual Misconduct (OCRSM) (See Part IV Complaint Procedures for contact information).

a. Academic Objections

If the instructor, Department Chair, or Dean believes the accommodation fundamentally alters the academic objectives of the course, curriculum, program, or degree, they are obligated to notify the ADS immediately, in

writing, and provide an explanation of the reasoning. Within ten (10) business days, the ADS in consultation with the student and instructor, Department Chair, or Dean will work to identify an alternative solution to ensure the student's accommodation needs are met whenever possible. When necessary, the ADS will seek further review at a higher administrative level. If the student is an undergraduate, the ADS shall request review and resolution by the Associate Provost and Dean for Undergraduate Studies or designee.

If the student is a graduate student, including graduate assistants, the ADS shall request review and resolution by the Associate Provost and Dean of the Graduate School or designee. The Office of the Provost will make good faith efforts to review and respond to concerns within ten (10) business days of notification.

B. Staff Accommodation Request Procedures

This Policy requires the University and its agents to engage in an interactive dialogue with the employee in order to implement reasonable accommodations.

It is the responsibility of the Office of Staff Relations in University Human Resources (Staff Relations) to determine reasonable accommodations for staff. As necessary, Staff Relations shall consult with the ADA Coordinator regarding the determination of eligibility and the accommodation request(s). Staff Relations is responsible for documenting approved accommodations in an *Accommodation Plan*. A record of the *Accommodation Plan* shall be retained in the employee's departmental/unit personnel file and in Staff Relations. All supporting Disability documentation shall be kept confidential and maintained by Staff Relations separately from the employee's other personnel records.

8. Accommodation Request

To receive an accommodation, an employee must obtain and complete a *Staff Accommodation Request* form from Staff Relations. The employee must document on the form the specific accommodation request and return it to Staff Relations. Additional supporting Disability documentation may be requested when necessary.

9. Eligibility Determination

Staff Relations will review the completed *Staff Accommodation Request* form and supporting documentation, and meet with the employee to determine if the employee is a qualified individual with a Disability and therefore eligible for accommodations. Staff Relations will consult with the ADA Coordinator, as appropriate, in making this determination.

10. Accommodation Determination

Staff Relations, in consultation with the ADA Coordinator and relevant supervisor/unit head, will review the employee's accommodation request in relation to their position, and facilitate an interactive dialogue with the employee, supervisor, and/or unit head, to determine and implement a reasonable accommodation.

11. Implementation

Once eligibility and the reasonable accommodation are approved, Staff Relations will develop an *Accommodation Plan*, which will be shared with the employee and supervisor. It is the responsibility of the supervisor (or unit head) to work in coordination with the employee to ensure appropriate implementation of reasonable accommodations. The University will use good faith efforts to implement reasonable accommodations within thirty (30) business days of receipt of the required documentation for the requested accommodations.

It is the responsibility of Staff Relations to work with the employee, supervisor and/or unit head, in consultation with the ADA Coordinator, as necessary, to facilitate a resolution that ensures effective and timely implementation of the accommodation. If an employee believes they have been denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the employee should contact Staff Relations immediately.

If Staff Relations' efforts to resolve implementation concerns are unsuccessful, the ADA Coordinator shall seek review and resolution by the Assistant Vice President for Human Resources. If the employee is not satisfied with the results of good faith efforts to resolve the issue, they may file a complaint with the University's OCRSM (See Part IV – Complaint Procedures for contact information).

C. Faculty Accommodation Request Procedures

This Policy requires the University and its agents to engage in an interactive dialogue with faculty in order to implement reasonable accommodations.

It is the responsibility of the Office of Faculty Affairs (Faculty Affairs) to determine reasonable accommodations for faculty. As necessary, Faculty Affairs shall consult with the ADA Coordinator regarding the determination of eligibility and the accommodation request(s). Faculty Affairs is responsible for documenting granted accommodations, in an *Accommodation Plan*. A record of the *Accommodation Plan* shall be retained in the faculty member's departmental file and in Faculty Affairs. All supporting Disability documentation shall be kept confidential and maintained by Faculty Affairs separately from the faculty member's other personnel records.

12. Accommodation Request

To receive an accommodation, a faculty member must obtain and complete a *Faculty Accommodation Request* form from Faculty Affairs. The faculty member must document on the form the specific accommodation request and return it to Faculty Affairs. Additional supporting Disability documentation may be requested when necessary.

13. Eligibility Determination

Faculty Affairs will review the completed *Faculty Accommodation Request* form and supporting documentation, and meet with the faculty member to determine if the faculty member is a qualified individual with a Disability and therefore eligible for accommodations. Faculty Affairs will consult with the ADA Coordinator, as appropriate, in making this determination.

14. Accommodation Determination

Faculty Affairs, in consultation with the ADA Coordinator and relevant Dean or Department Chair, will review the faculty member's accommodation request in relation to the Essential Job Functions of the position, and facilitate an interactive dialogue with the faculty member and Department Chair/Dean, to determine and implement a reasonable accommodation.

15. Implementation

Once eligibility and the reasonable accommodation are approved, Faculty Affairs will develop an *Accommodation Plan* which will be shared with the faculty member and Dean/Department Chair. It is the responsibility of the next level administrator (Dean, Department Chair, etc.) to work in coordination with the faculty member to ensure appropriate implementation of reasonable accommodations. The University will use good faith efforts to implement reasonable accommodations within thirty (30) business days of receipt of the required documentation for the requested accommodations.

It is the responsibility of Faculty Affairs to work with the faculty member and Dean/Department Chair in consultation with the ADA Coordinator, as necessary, to facilitate a resolution that ensures effective and timely implementation of the accommodation. If a faculty member believes they have been denied reasonable accommodations or that reasonable accommodations are not being implemented in an effective and timely manner, the faculty member should contact Faculty Affairs immediately.

If Faculty Affairs' efforts to resolve implementation concerns are unsuccessful, the ADA Coordinator shall seek review and resolution by the Senior Vice President and Provost. If the faculty member is not satisfied with the results of

~~good faith efforts to resolve the issue, they may file a complaint with the University's OCRSM (See Part IV – Complaint Procedures for contact information).~~

~~D. Accommodation Request Procedures for Third Parties~~

~~16. Accommodation Request~~

~~Third party individuals (visitors, volunteers, applicants for admission or employment, vendors, and contractors) with a Disability, who are visiting the University, and seek an accommodation to facilitate their visit or access to University programs, must contact the ADS.~~

~~a. Timeliness~~

~~Third parties are expected to provide reasonable notice in order for the University to facilitate the provision of a requested accommodation in a timely manner.~~

~~b. Documentation~~

~~Depending on the nature of the Disability and accommodation request, third parties may be subject to the same supporting documentation requirements as students, faculty, and staff.~~

~~17. Accommodation Implementation~~

~~It is the responsibility of the host department or unit on campus to implement reasonable accommodations, as communicated by the ADS, to third parties.~~

VI. DENIAL OF ACCOMMODATIONS

A. The University reserves the right to deny services or accommodations if sufficient supporting documentation and information is not provided by the individual to support the need for an accommodation.
B. If the documentation provided by the individual does not support the existence of a disability or the need for an accommodation, the individual will be advised. Individuals will be given the opportunity to supplement the initial documentation with further information within a reasonable time frame. In such instances written evaluations from physicians or other qualified specialists are particularly helpful in evaluating accommodation requests.
C. The University is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course or job requirement is essential to the program, the University is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter standards or programs, the program administrator should consider the underlying reasons for the program components and how the challenged components are consistent with the program standards, and how the requested accommodations would

be inconsistent with the goals and standards of the program.

D. Additionally, an accommodation that makes a substantial change in an essential element of a course or essential function of job requirements may not be reasonable and therefore not required. It is the institution's responsibility to determine whether the change requested is substantial and that the element targeted for change is essential to the conduct of the course, curriculum or job responsibilities.

E. The University also does not need to provide accommodations and/or make modifications or provide auxiliary aids or services if it constitutes an undue burden/hardship on the University. In determining whether or not an undue burden exists, the factors to be considered are the nature, duration, and cost of the action needed in the context of the overall financial resources of the University.

F. Accommodations may not need to be made if making the accommodation or allowing participation poses a direct threat to the health or safety of others; if making the accommodation means a substantial change in an essential element, job function, or a substantial alteration in the manner in which services are provided; and/or if it poses an undue financial or administrative burden.

VII. ~~IV~~. COMPLAINT ~~PROCEDURES~~ PROCESS

~~Individual students, staff, faculty members, or visiting third parties who believe that they have been denied reasonable accommodations or otherwise discriminated against on the basis of Disability or retaliated against in violation of this Policy may file a complaint with the OCRSM. All such complaints will be reviewed in accordance with~~ As set for in VI-1.00(B) University of Maryland Non-Discrimination Policy and Procedures, the University prohibits discrimination and retaliation. Individuals who believe they have not received appropriate accommodations, have otherwise been discriminated against because of their disability, or have suffered retaliation, have the following options to seek redress and/or file a complaint.

A. Informal Complaint Process (Students): For matters involving accommodations, students must first follow the ADS Appeals Process before filing a formal complaint with the University. Every reasonable effort should be made to resolve such accommodation issues at this level.

B. Informal Complaint Process (Faculty and Staff): For matters involving accommodations, individuals should first attempt to resolve any concerns through the accommodation process facilitated by UHR and/or OFA before filing a formal complaint with the University. UHR and/or OFA will meet with the employee as soon as possible and attempt to resolve the concern through informal resolution. Every reasonable effort should be made to resolve issues at these levels before filing a formal complaint.

C. Formal Complaint Process: Individuals who believe they have been denied reasonable accommodations, otherwise discriminated against on the basis of disability, or retaliated against, may file a complaint under the UMD Non-Discrimination Policy with the Office of Civil Rights and Sexual Misconduct (OCRSM) using the Discrimination Complaint Form.

Office of Civil Rights & Sexual Misconduct (OCRSM)

~~3101 Susquehanna Hall~~
~~4200 Lehigh Road~~
~~College Park, MD 20742~~
Phone: 301.405.1142
~~Fax: 301.405.2837~~
Email: civilrights@umd.edu
Website: https://www.ocrsm.umd.edu/

~~You may report online at https://www.ocrsm.umd.edu/file-report.~~

~~A. Time Limits~~

~~Complaints of Discrimination or Retaliation in violation of this Policy must be made within ninety (90) calendar days following an incident of Discrimination or Retaliation. The OCRSM may waive the time limit upon a showing of good cause.~~

D. Additional Complaint Options:

Students have the right at any time to file a complaint with the Office of Civil Rights of the U.S. Department of Education. The Office of Civil Rights investigates timely complaints for which they have jurisdiction.

Office for Civil Rights U.S. Department of Education
Philadelphia Office (Regional Office for Maryland)
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Phone: 215-656-8541
FAX: 215-656-8605
TTY: 800-877-8339
Email: OCR.Philadelphia@ed.gov
Website: http://www2.ed.gov/about/offices/list/ocr/index.html

Employees have the right at any time to file a complaint with the Equal Employment Opportunity Commission or the Maryland Commission on Civil Rights.

Equal Employment Opportunity Commission (EEOC)
Phone: 800-669-4000
Website: https://egov.eeoc.gov/eas/

Maryland Commission on Civil Rights
Phone: 410-767-8600
Website: http://mccr.maryland.gov/

Students and Employees can also file an Americans with Disabilities Act complaint through the US Department of Justice alleging disability discrimination.

US Department of Justice
950 Pennsylvania Avenue, NW

UNIVERSITY SENATE | MEMORANDUM | #24-25-30

Programs, Curricula, and Courses (PCC) Committee

Name Change for the PCC proposal to Establish a Bachelor of Arts in Global Cultures and Thought (Senate Document #24-25-30)

TO **University Senate Senators at the University of Maryland**

FROM **Sarah Dammeyer, University Senate Chair**

Dear Senators,

On April 24, 2025, the University Senate approved the *PCC proposal to Establish a Bachelor of Arts in Global Cultures* (Senate Document #24-25-30).

On May 7, 2025, the University Senate Office was informed that the University of Maryland, Baltimore County (UMBC) expressed concerns over the proposal to *Establish a Bachelor of Arts in Global Cultures* (Senate Document #24-25-30) because they offer a Global Studies Program. UMBC signaled their intention to object to the proposal once the Maryland Higher Education Commission circulated it.

The University of Maryland (UMD) School of Languages, Literatures, and Cultures faculty met with their UMBC faculty counterparts and agreed to amend the name of the program to *Global Culture and Thought.*

The proposed name change was accepted by UMBC, along with UMD College of Arts and Humanities Dean Shonekan, and UMD President Darryll J. Pines.

The proposal was slated to go to the Board of Regents Education Policy and Student Life and Safety committee on May 8, 2025, for their meeting the following week. This was the last meeting of this committee until the fall. Therefore, as permitted authority under Article 4.3 of the Senate Bylaws, the Senate Executive Committee (SEC) voted on behalf of the University Senate on the proposed program title change.

This was only a change to the title and not substantive.

The SEC voted to approve the program title change to the *Bachelor of Arts in Global Culture and Thought* on May 7, 2025.

Sincerely,

Sarah Dammeyer

Sarah Dammeyer
University Senate Chair

UNIVERSITY SENATE | PROPOSAL

Submitted on: May 15, 2025

Amendment to the University Senate Bylaws Regarding the Campus Liaison for the Council of University System Faculty (CUSF)

NAME/TITLE	Veronica Marin, Director, University Senate		
EMAIL	Vmarin1@umd.edu	PHONE	
UNIT	University Senate Office	CONSTITUENCY	

DESCRIPTION OF ISSUE

The University has faculty representatives who serve on Council of University System Faculty, which is part of the University System of Maryland.

The selection of a primary point of contact for CUSF has been in practice for many years but has not been formalized in any way. Usually this happens by default, and whoever has been there the longest becomes the point of contact.

It is important to have an actual process of who the University appoints. will convene at the beginning of the academic year; therefore, these changes would need to go into effect prior to the end of August. Additionally, the University Senate Office is creating an onboarding and training process to provide structure and guidance for CUSF members and establishing these guidelines would also help in providing that guidance.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The following language would be added as an amendment to the Bylaws, Appendix 5: Procedures for Elections of UMPC Representatives to the Council ff University System Faculty (CUSF):

Appointment of a campus liaison shall be determined from the pool of regular CUSF representatives by the Chair of the Senate. Terms as a campus liaison of the council shall be one year. A campus liaison may be reappointed if his/her tenure on the council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

This process mimics the standard that the University Senate Chair appoints Committee Chairs. It is already a standard in the governing process for the Senate Chair to have the discretion to appoint representatives specifically for the standing committees and similarly could be applied for Campus Liaison for the Council of University System Staff (CUSS).

ADDITIONAL INFORMATION

Proposed Revisions are noted with New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green new location (example) old location (~~example~~)

BYLAWS

OF THE

UNIVERSITY SENATE

AT THE

UNIVERSITY OF MARYLAND

Amended on March 6, 2025

Committees as needed. Membership on these committees will be on a volunteer basis or by appointment by the Chair of the Council after seeking advice from the Executive Committee.

MEETINGS OF THE ATHLETIC COUNCIL

The Chair of the Council serves as the spokesperson for the Council. Meetings of the Council are open only to Council members and invited guests. Individuals who are not members of the Council, but who wish to attend a specific meeting should seek the prior approval of the Chair. Information provided to Council members concerning specific personnel or compliance matters will not be divulged by individual members without permission of the Chair.

APPENDIX 5
PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3) year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received. **Appointment of a campus liaison shall be determined from the pool of regular CUSF representatives by the Chair of the Senate. Terms as a campus liaison of the council shall be one year. A campus liaison may be reappointed if his/her tenure on the council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.** If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The Office of the University Senate will identify a replacement alternate subject to confirmation by the Senate Executive Committee.

The University Senate will elect representatives to CUSF each spring. The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Each faculty Senator shall have as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.

APPENDIX 6
PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO). Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled.

UNIVERSITY SENATE | PROPOSAL

Submitted on: May 15, 2025

Amendment to the University Senate Bylaws Regarding the Campus Liaison for the Council of University System Staff (CUSS)

NAME/TITLE	Veronica Marin, Director, University Senate		
EMAIL	Vmarin1@umd.edu	PHONE	
UNIT	University Senate Office	CONSTITUENCY	

DESCRIPTION OF ISSUE

The University has faculty representatives who serve on Council of University System Staff (CUSS), which is part of the University System of Maryland.

The selection of a primary point of contact for CUSS has been in practice for many years but has not been formalized in any way. Usually this happens by default, and whoever has been there the longest becomes the point of contact.

It is important to have an actual process of who the University appoints. CUSS will convene at the beginning of the academic year; therefore, these changes would need to go into effect prior to the end of August. Additionally, the University Senate Office is creating an onboarding and training process to provide structure and guidance for CUSS members and establishing these guidelines would also help in providing that guidance.

DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

The following language would be added as an amendment to the Bylaws, Appendix 6: Procedures for Elections of UMCP representatives to the Council of University System Staff (CUSS):

Appointment of a campus liaison shall be determined from the pool of regular CUSS representatives by the Chair of the Senate. Terms as a campus liaison of the Council shall be one year. A campus liaison may be reappointed if his/her tenure on the Council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.

SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE

This process mimics the standard that the University Senate Chair appoints Committee Chairs. It is already a standard in the governing process for the Senate Chair to have the discretion to appoint representatives specifically for the standing committees and similarly could be applied for Campus Liaison for the Council of University System Faculty (CUSF).

ADDITIONAL INFORMATION

Proposed Revisions are noted with New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~), Moved Text in Green new location (example) old location (~~example~~)

BYLAWS

OF THE

UNIVERSITY SENATE

AT THE

UNIVERSITY OF MARYLAND

Amended on March 6, 2025

The Chair of the Council serves as the spokesperson for the Council. Meetings of the Council are open only to Council members and invited guests. Individuals who are not members of the Council, but who wish to attend a specific meeting should seek the prior approval of the Chair. Information provided to Council members concerning specific personnel or compliance matters will not be divulged by individual members without permission of the Chair.

APPENDIX 5
PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM FACULTY (CUSF)

The Chair of CUSF is not a member of CUSF. Thus, if the Chair is from College Park, a replacement must be named. At the end of his/her term as Chair, if his/her term on CUSF is not finished, he/she resumes his/her position as a CUSF member.

The normal term for CUSF representatives is three (3) years, with two alternates serving three (3) year terms; if both alternates are elected at the same time, priority to be a replacement shall be in order of votes received. If a regular representative is unable to serve out his/her term, an alternate replaces him/her for the remainder of the term, and a new alternate is named. The replacement representative shall be chosen in order of number of votes received. The Office of the University Senate will identify a replacement alternate subject to confirmation by the Senate Executive Committee.

The University Senate will elect representatives to CUSF each spring. The Senate Nominations Committee will solicit candidates and will present a slate to the Chair of the Senate with at least one (1) candidate for each vacant position to be filled. At the Transitional Meeting of the Senate, faculty Senators will vote to elect representatives to CUSF. Each faculty Senator shall have as many votes as there are open positions. If there are more candidates than positions, the person(s) receiving the most votes, in order, are declared representatives. The person receiving the next most votes is declared alternate. The remaining person, in order of vote tally, will be asked to move into the alternate position if the previous paragraph comes in to play. A record of the outcome of the election will be retained by the Executive Secretary and Director of the University Senate. If there are not sufficient candidates, or the pool of candidates is exhausted, representatives are chosen by the Executive Committee.

APPENDIX 6
PROCEDURES FOR ELECTIONS OF UMCP REPRESENTATIVES TO THE COUNCIL OF UNIVERSITY SYSTEM STAFF (CUSS)

The mission of the Council of University System Staff (CUSS) is to provide a voice for Staff employee concerns in reference to basic decisions that affect the welfare of the University System of Maryland (USM) and its employees. CUSS speaks for all non-exempt and exempt staff employees on Regular and Contingent II Status, who are not represented by a union under collective bargaining.

CUSS is comprised of Staff employees representing each USM institution and the USM Office (USMO). Institution membership is proportionate to the number of Staff employees at the individual institutions, with a minimum of two (2) primary members and two (2) alternate members per institution. Representation on CUSS from each constituent institution is apportioned according to the following formula: 1 to 999 eligible employees, 2 representatives; over 1000 eligible employees, 3 representatives. Staff at each constituent institution shall also select an alternate who shall substitute for a regular member of CUSS when needed. Alternates should be selected at the same time and in the same manner as regular members. A delegation may include more than one (1) alternate who is eligible to cast a vote for an absent member provided the member has given prior notification to the Chair of CUSS. The University of Maryland, College Park is entitled to three (3) representatives, and up to three (3) alternates.

Appointment of a campus liaison shall be determined from the pool of regular CUSS representatives by the Chair of the Senate. Terms as a campus liaison of the Council shall be one year. A campus liaison may be reappointed if his/her tenure on the Council is continuing; however, no one shall serve as campus liaison for longer than two (2) years. The responsibilities of the liaison are to report the actions of the Council in a timely manner.

As defined in 6.10.f of the Senate *Bylaws*, the Senate Staff Affairs Committee is responsible for administering the CUSS nomination and election process. Definitions of eligible staff shall be determined by the Board of Regents and CUSS. The CUSS elections will be administered in the spring semester every other year, as the terms of the current CUSS representatives are expiring. The Staff Affairs Committee will solicit candidates from the eligible staff population and will present ballots to the same population with at least one (1) candidate for each vacant position to be filled.

UNIVERSITY SENATE | TRANSMITTAL | #25-26-01

University Senate Office

Senate Legislation Log

PRESENTED BY	**Veronica Marin, Executive Secretary & Director**
REVIEW DATES	**SEC – August 19, 2025 | SENATE – September 11, 2025**
VOTING METHOD	**For information only**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**N/A**

ISSUE

The Senate Legislation Log is an overview of the work brought to the Senate during the 2024-2025 academic year. The log shows all completed legislation as well as dates of subsequent approvals following Senate approval. In addition, there is a table of continuing legislation that was not completed last year, but will continue into the 2025-2026 academic year.

RECOMMENDATION(S)

The Legislation Log is provided for informational purposes.

COMMITTEE WORK

N/A

ALTERNATIVES

N/A

RISKS

N/A

FINANCIAL IMPLICATIONS

N/A

Completed University Senate Legislation 2024-2025

Senate Document Number	Action	Date of Senate Meeting Action	Disposition	Approval Date(s)	Completion Date
19-20-15	Campus Transportation Advisory Committee (CTAC) Senate Representation	N/A			02/21/2025
19-20-33	Review of the University of Maryland Policy on Threatening and Intimidating Conduct	N/A			10/15/2024
23-24-10	Revisions to the College of Agriculture & Natural Resources Plan of Organization	N/A			12/14/2024
23-24-19	PCC Proposal to Establish a Master of Science in Quantum Computing	N/A			06/16/2025
23-24-24	PCC Proposal: Establish a Master of Science in Climate Finance and Risk Management	N/A			10/09/2024
23-24-28	Request to Review University of Maryland Policy and Procedures Concerning the Acquisition of Telecommunication Services and Equipment (X-3.03[A])	03/06/2025	Presidential Approval		04/01/2025
23-24-32	Resolution on the USM Policy II-1.00 – Policy on Appointment, Rank, and Tenure of Faculty	N/A			04/10/2025
23-24-33	2024 Council of University System Staff Elections	N/A			09/05/2024
24-25-01	2023-2024 Legislation Log	09/05/2024	Complete: The Senate approved the 2023-2024 Legislation Log.		09/05/2024
24-25-02	Approval of the 2024-2025 Committee & Council Slates	09/05/2024	Presidential Approval	11/13/2024	11/13/2024
24-25-08	Proposed Edits to the Faculty Grievance Policy	N/A			03/10/2025
24-25-09	Policy on Access for Individuals with Disabilities	N/A			05/22/2025
24-25-11	Review of the University Senate Bylaws, Committee Chair Selection	N/A			03/12/2025
24-25-13	PCC Proposal to Establish a Ph.D. in Biostatistics	11/06/2024	Presidential Approval		05/06/2025
24-25-14	PCC Proposal to Establish a Master of Science in Biostatistics	N/A			05/06/2025
24-25-16	Approval of the Research Council Slate	11/06/2024	Presidential Approval	11/13/2024	11/13/2024
24-25-18	Resolution to Support Inclusive and Caring Bereavement Leave for Faculty and Staff	10/10/2024	Complete: Senate votes in favor of adopting the resolution to support inclusive and caring bereavement leave for faculty and staff.		10/10/2024
24-25-19	Nomination Committee Slate 2024-2025	12/04/2024	Presidential Approval	03/10/2025	03/10/2025
24-25-20	Revise the Policy and Guidelines for Combined Bachelor's/Master's Programs	N/A			04/23/2025
24-25-21	Resolution to Develop a Special Committee for Policy Review	N/A			05/07/2025
24-25-22	Revisions to the Philip Merrill College of Journalism Plan of Organization	N/A			05/22/2025
24-25-23	PCC Proposal to Establish a Master of Science in Information	N/A			06/18/2025
24-25-24	Special Committee on Policy Review Committee Slate	01/22/2025	Complete: The SEC voted to approve the committee slate.		01/22/2025
24-25-26	Adoption of Special Rule of Procedure Regarding Resolutions	N/A			03/06/2025
24-25-27	Discussion of Joint Presidential-Senate Task Force on Antisemitism and Islamophobia	N/A			01/22/2025
24-25-28	PCC Proposal to Rename the Bachelor of Science in "Family Science" to "Family Health"	N/A			06/11/2025
24-25-32	PCC Proposal to Establish a Master of Science in Artificial Intelligence	N/A			06/13/2025
24-25-36	Resolution to Adopt the Statement in Support of the Core Mission and Shared Values of Higher Education in the United States of America	N/A			04/24/2025
24-25-37	Resolution to Adopt the University of Maryland, College Park Mutual Defense Compact	04/24/2025	Complete: The Senate voted to approve the Adoption of the University of Maryland, College Park Mutual Defense Compact..		04/24/2025
24-25-42	Slates for the 2025 Transition Elections	05/07/2025	Complete		05/22/2025
24-25-43	Amendments to the Bylaws of the University Senate Regarding the Campus Liaison for the Council of University System Faculty (CUSF)	N/A			05/15/2025
24-25-44	Amendments to the Bylaws of the University Senate Regarding the Campus Liaison for the Council of University System Staff (CUSS)	N/A			05/15/2025

Pending University Senate Legislation 2024-2025

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from Prior Years					
13-14-37	Revisions to the School of Public Health (SPHL) Plan of Organization	School of Public Health (SPHL)	Elections, Representation, & Governance (ERG) Committee and Faculty Affairs Committee	09/02/2013	Under Review.
20-21-14	Review of the University of Maryland Policy and Procedures on Conflict of Interest and Conflict of Commitment	Laurie Locascio, Vice President for Research	Research Council	10/12/2020	Under Review.
21-22-13	Student Fee Process	Kislay Parashar, Student Body President ;Tamara Allard, Graduate Student Government President; Scott Cronin, Residence Hall Association President	Vice President for Finance & Chief Financial Officer	09/01/2021	Under Review.
21-22-16	Implementation of a SGA Ex-Officio Representative on the Senate Standing Committee for Academic Procedures and Standards	Madhulika C. Nallani, UMD SGA Director of Academic Affairs	Senate Executive Committee (SEC)	10/07/2021	Under Review.
21-22-30	Review of the University of Maryland Plan of Organization for Shared Governance	Senate Executive Committee	Plan of Organization Review Committee (PORC)	01/24/2022	Under Review.
21-22-35	Plan of Organization Review Committee (PORC) Review of the Relationship Between the Senate and the University's Student Organizations	ERG Committee	Plan of Organization Review Committee (PORC)	05/09/2022	Under Review.
22-23-13	Review of the Interim University of Maryland Consulting Policy (II-3.10[E])	Reka S. Montfort, Director, Research Transparency & Outreach	Research Council	10/14/2022	Under Review.
22-23-19	Proposal to Amend the Reasonable Accommodations Guidance in the UMD Policy on Excused Absence [V-1.00 (G)]	Emily Lucio, ADA/504 Coordinator	Senate Executive Committee (SEC)	10/04/2022	Under Review: SEC voted to delay proposal consideration.
22-23-20	Request to review UMD Policy X-3.01(A) Concerning Telephone Billing	Jeffery Klauda, IT Council Chair		12/07/2022	Under Review.
22-23-23	Proposal to Increase CUSF and CUSS Senate connections	Rochelle Newman, Professor, Senate Chair, Department Chair	Plan of Organization Review Committee (PORC)	12/14/2022	Under Review.

23-24-04	Proposal to Review the Interim University of Maryland Organizational Conflicts of Interest Policy [II-3.10(F)]	Office of the President	Research Council	08/15/2023	Under Review.
23-24-17	Procedural Update to VI-1.60(A) University of Maryland Policy and Procedures on Sexual Harassment and Other Sexual Misconduct	Angela Nastase, Director and Title IX Coordinator, Office of Civil Rights and Sexual Misconduct	Student Conduct Committee	10/26/2023	Under Review: The Committee is currently reviewing the proposal.
23-24-25	PCC Proposal to Establish a Master of Public Administration			02/02/2024	Pending Approval. Waiting on approvals from Chancellor's Approval, MHEC Approval
23-24-27	Proposal for Bereavement Policies and Practices Toward an Inclusive Community of Care	M Pease (Doctoral Student, Counseling Psychology), Karoline Trovato (Doctoral Student, Counseling Psychology), Greta Jankauskaite (Doctoral Graduate, Counseling Psychology)	Senate	12/21/2023	Pending Approval: The Senate voted to approve the APAS report as amended on the Senate floor.

Senate Document Number	Name	Requester	Reviewing Committee	Date Received	Senate Status
Legislation Reviewed from 2024-2025					
24-25-03	Proposal for Non-Capital Asset Policy	Finance-Management Advisory Services	Campus Affairs Committee	08/06/2024	Under Review: The Campus Affairs Committee will review the charges.
24-25-04	Interim Malign Foreign Talent Recruitment Program Policy	Research Security Office, Division of Research	Research Council		Under Review: The Research Council will review the charges at their next meeting.
24-25-05	Revised Interim Policy and Procedures for the Use of Facilities and Outdoor Spaces		Campus Affairs Committee		Under Review.
24-25-06	Interim University of Maryland Policy on Faculty Professional Conduct	Office of the President	Faculty Affairs Committee	08/12/2024	Under Review: The Faculty Affairs Committee will review the charges at their next meeting.
24-25-07	Interim UMD Policy on Weapons Prohibition on Campus	The Office of the President and The Office of General Counsel	Campus Affairs Committee	08/27/2024	Under Review: The Campus Affairs Committee will review the charges.
24-25-10	Review of UMD Policy on Excused Absence [V-1.00 (G)]			05/07/2024	Pending Approval. Waiting on approvals from Presidential Approval
24-25-12	Review of the Alleged Arbitrary and Capricious Grading Policy	Jessica O'Hara, PTK Faculty, Assistant Clinical Professor	Educational Affairs Committee	05/09/2024	Under Review: The SEC voted to amend the current Educational Affairs Committee charge.
24-25-15	Proposal for Instructional and Teaching PTK Faculty Workload Policy	Office of Faculty Affairs	Faculty Affairs Committee	10/17/2024	Under Review: TBD
24-25-25	Resolution for Graduate Student Workers to Obtain Collective Bargaining Rights	Ivy Lyons	Educational Affairs Committee	11/06/2024	Under Review: The committee is currently reviewing the resolution.
24-25-29	Proposal Regarding Conflicts with Scheduled Classes	Lee Friedman, Principal Lecturer, Director of Undergraduate Studies	Academic Procedures & Standards (APAS) Committee	02/11/2025	Under Review.
24-25-30	PCC Proposal to Establish a Bachelor of Arts in Global Cultures and Thought	School of Languages, Literatures, and Cultures		02/28/2025	Pending Approval. Waiting on approvals from Presidential Approval, MHEC Approval, Chancellor's Approval, Presidential Approval, MHEC Approval
24-25-31	PCC Proposal to Establish a Bachelor of Arts in Global and Foreign Policy	School of Public Policy		02/28/2025	Pending Approval. Waiting on approvals from Presidential Approval, MHEC Approval, Chancellor's Approval
24-25-33	PCC Proposal to Establish a Bachelor of Arts in Public Service Interpreting and Translation			03/28/2025	Pending Approval. Waiting on approvals from Presidential Approval, MHEC Approval, Chancellor's Approval
24-25-34	BOR Staff Awards 2024-2025	Council of University System Staff (CUSS)	CUSS	10/31/2024	Under Review: To recommend USM institution finalists to the Board of Regents for approval.
24-25-35	PCC Proposal to Establish a Doctorate of Information Science in Leadership and Community Engagement	College of Information, Kate Izsak		03/28/2025	Pending Approval. Waiting on approvals from Presidential Approval, MHEC Approval, BOR Approval
24-25-38	Review of the Interim University of Maryland Policy on Out-of-State Work for Faculty	John Bertot, Office of Faculty Affairs	Campus Affairs Committee	05/02/2025	Under Review: The Campus Affairs Committee will review the charge document and submit its findings to the SEC
24-25-39	Proposal: Review of the Interim UMD Equal Employment Opportunity and Affirmative Action Statement of Policy, VI-1.00(A)	University Human Resources and Office of Diversity and Inclusion	Equity, Diversity, & Inclusion (EDI) Committee	04/21/2025	Under Review.
24-25-40	Interim University of Maryland Policy and Procedures for Appointments of Staff to Emeritus Status (X-16.00 (A))	Kanitta Tonggarwee, Office of the President	Staff Affairs Committee	04/22/2025	Under Review.
24-25-41	Technical Amendments to the Interim University of Maryland Non-Discrimination Policy and Procedures (VI-1.00(B))	Angela Nastase, Director and Title IX Coordinator and Dr. Patty Perillo, Vice President for Student Affairs	Equity, Diversity, & Inclusion (EDI) Committee	05/01/2025	Under Review.

PCC Proposal to Establish a Doctorate of Information Science in Leadership and Community Engagement (Senate Document #24-25-35)

PRESENTED BY	**Wendy Stickle, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – May 15, 2025 | SENATE –**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	**Senate, President, USM Board of Regents, and the Maryland Higher Education Commission**

ISSUE

The College of Information proposes to establish a professional doctoral program: the **Doctorate of Information Science in Leadership and Community Engagement (D.Inf.Sci.)**. This practitioner-oriented degree is designed for working professionals in information organizations—including libraries, archives, museums, government agencies, higher education, and nonprofits—who seek advanced training to lead their institutions through the lens of community engagement.

Unlike traditional Ph.D. programs that focus on theoretical research, the D.Inf.Sci. emphasizes the application of knowledge to real-world leadership and community engagement challenges. It prepares “researching professionals” by equipping them to design and implement organizational change initiatives grounded in evidence and participatory research methodologies. The program addresses long-standing gaps in graduate education for information professionals: while the Master of Library and Information Science (MLIS) is widely available, traditional Ph.D. programs, such as UMD’s Ph.D. in Information Science, do not serve the applied needs of mid-career leaders.

The 48-credit curriculum includes two foundational courses, eight core courses, one summative course, one capstone preparation course, and two semesters of doctoral capstone research. Students also participate each term in a non-credit “Inquiry Group” to foster collaborative learning and peer support. Instead of a dissertation, students complete a capstone project that addresses a real-world, large-scale leadership and community engagement-focused issue. Prior to beginning their capstone, students complete an oral qualifying exam and are evaluated by their academic and professional mentors. The capstone phase includes both a proposal defense and a final oral defense, both conducted in person.

To model the program’s values of equity and accessibility, coursework is delivered online and offered synchronously in the evenings to accommodate the schedules of working professionals.

The program will be self-supported. It will launch using existing faculty and staff resources, with initial funding drawn from surplus revenue in other entrepreneurial programs.

The proposal was approved by the Graduate School PCC committee on March 26, 2025, and the Senate Programs, Curricula, and Courses committee on April 4, 2025.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on April 4, 2025. Kate Izsak, Beth St. Jean, and Paul Jaeger, from the College of Information, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve the program, the university will miss the opportunity to lead the development of a new, in-demand professional credential and expand its national profile in applied information science education.

FINANCIAL IMPLICATIONS

Because this program is self-supported, there are no significant financial implications for this proposal.

917: DOCTORATE OF INFORMATION SCIENCE IN LEADERSHIP AND COMMUNITY ENGAGEMENT

In Workflow

1. INFO Curriculum Manager (jwaters4@umd.edu; tbezbabn@umd.edu)
2. INFO PCC Chair (vdiker@umd.edu)
3. INFO Dean (vdiker@umd.edu)
4. Jeff Waters (jwaters4@umd.edu)
5. Academic Affairs Curriculum Manager (mcolson@umd.edu)
6. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
7. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
8. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
9. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
10. University Senate Chair (mcolson@umd.edu)
11. President (mcolson@umd.edu)
12. Board of Regents (mcolson@umd.edu)
13. MHEC (mcolson@umd.edu)
14. Provost Office (mcolson@umd.edu)
15. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Thu, 13 Apr 2023 15:46:48 GMT
   Katherine Izsak (kworboys): Approved for INFO Curriculum Manager
2. Thu, 13 Apr 2023 15:54:18 GMT
   Katherine Izsak (kworboys): Approved for INFO PCC Chair
3. Thu, 13 Apr 2023 16:29:42 GMT
   Katherine Izsak (kworboys): Approved for INFO Dean
4. Thu, 06 Mar 2025 15:09:33 GMT
   Jeff Waters (jwaters4): Approved for jwaters4
5. Thu, 20 Mar 2025 21:29:06 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
6. Thu, 27 Mar 2025 20:01:25 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
7. Thu, 27 Mar 2025 20:02:30 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
8. Mon, 31 Mar 2025 21:07:27 GMT
   Stephen Roth (sroth1): Approved for Dean of the Graduate School
9. Fri, 04 Apr 2025 18:33:18 GMT
   Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 13 Apr 2023 15:30:56 GMT

Viewing: 917 : Doctorate of Information Science in Leadership and Community Engagement
Last edit: Wed, 07 May 2025 14:36:25 GMT

Changes proposed by: Jeff Waters (jwaters4)

Program Name

Doctorate of Information Science in Leadership and Community Engagement

Program Status

Proposed

Effective Term

Spring 2024

Catalog Year

2023-2024

Program Level

Graduate Program

Program Type

Doctoral - Professional Practice

Delivery Method

Online

Does an approved version of this program already exist?

No

Departments

Department
Information Studies

Colleges

College
Information

Degree(s) Awarded

Degree Awarded
Other

If other, new degree award:

Professional Doctorate (ProfD)

Proposal Contact

Kate Izsak

Proposal Summary

The College of Information Studies is proposing a professional doctorate program in Information Science in Leadership and Community Engagement. The coursework for the program will be online, although there are in-person elements. This program uses a combination of existing and new courses to create a program that draws from the college's extensive portfolio of information- and equity-based research.

(PCC Log Number 22116)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

Success in a great many major life areas – literacy, education, employment, health care, civic engagement – hinges heavily upon equitable access to, and equitable ability to apply information. The Doctorate of Information Science in Leadership and Community Engagement (D.Inf.Sci.) will prepare current and future leaders in industries such as cultural heritage, education, public interest, government, and industry to prioritize equitable access to information. The Doctorate of Information Science (D.Inf.Sci) in Leadership and Community Engagement will prepare current and future leaders in industries such as cultural heritage, education, public interest, government, and industry to prioritize equitable access to information. The D.Inf.Sci is designed for working professionals and is tailored to their needs. It aims to prepare “researching professionals” as opposed to the professional researchers produced by traditional doctoral programs, with a focus on knowledge application over knowledge generation / theory development. More specifically, our students will synthesize scholarship and literature on the practice of information organizations to identify a relevant problem space focusing on a leadership and community engagement issue within a professional organization with which they are/have been associated. Next, they will develop a tailored solution to the problem they identify through use of participatory action research and evaluation methodologies, as well as other methods as necessary. The overarching goal will be for students to generate findings with some degree of generalizability and applicability to various kinds of leadership and community engagement issues that often occur within galleries, libraries, archives, museums, government agencies, and other types of information institutions.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

The program will require two 3-credit Foundational Courses; eight 3-credit Core Courses; one non-credit- bearing Inquiry Group class; one 3-credit Summative Course; one 3-credit Doctoral Capstone Preparation Course, and two 6-credit Doctoral Capstone Courses.

Course	Title	Credits
Foundational Courses		
INST820	Course INST820 Not Found (Literacies for Leadership)	3
INST821	Course INST821 Not Found (The Researching Professional)	3
Core Courses		
INST610	Information Ethics	3
or INST830	Course INST830 Not Found	
INST612	Information Policy	3
or INST831	Course INST831 Not Found	
INST613	Information and Human Rights	3
or INST832	Course INST832 Not Found	
INST620	Diverse Populations, Inclusion, and Information	3
or INST833	Course INST833 Not Found	
INST822	Course INST822 Not Found (Program Assessment and Evaluation)	3
INST823	Course INST823 Not Found (Participatory Design and Participatory Action Research)	3
INST824	Course INST824 Not Found (Inclusive Leadership for Information Organizations)	3
INST825	Course INST825 Not Found (The Public Intellectual)	3
Inquiry Group		
INST001	Course INST001 Not Found (Inquiry Group) [1]	0
Summative Course		
INST826	Course INST826 Not Found (Access, Accessibility, and Equity)	3
INST838	Course INST838 Not Found (Doctoral Capstone Preparation)	3
Capstone		**12**
INST829	Course INST829 Not Found (Doctoral Capstone)	
Total Credits		**48**

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

*****The material below will not be published in the catalog and will be relocated to a different section of the proposal when the proposal is approved*****

The program will require two 3-credit Foundational Courses; eight 3-credit Core Courses; one non-credit- bearing Inquiry Group class; one 3-credit Summative Course; one 3-credit Doctoral Capstone Preparation Course, and two 6-credit Doctoral Capstone Courses.

The Foundational Courses include:

- **INST820 Literacies for Leadership** (new, to be offered in Spring 2025 as a special topics course). Effective leadership requires understanding many specialized literacies. This course focuses on core literacies for leadership in the field of information: political literacy, legal literacy, facilities literacy, policy literacy, institutional policy literacy, and financial literacy. Each of these literacies is individually important to leadership, and together these literacies form the basis of understanding and navigating many of the contexts in which information institutions exist.
- **INST821 The Researching Professional** (new, to be offered in Fall 2025 as a special topics course). Research design and methodologies for information professionals who conduct research to identify and address real-world problems relating to information equity and inclusion within their organizations and beyond. The goal of this course is to prepare students to design and carry out research investigations that can help inform their approach to identifying and addressing specific problems or challenges relating to information equity and inclusion at their workplace & beyond.

The Core Courses include:

- **INST610/INST830 Information Ethics** (currently offered at the 600-level, we will develop an addendum to the existing syllabus with additional expectations for doctoral students). Investigation of the diverse range of ethical challenges facing society in the information age. Ethical theories, including non-Western and feminist theories. Application of theories to information ethics issues.
- **INST612/INST831 Information Policy** (currently offered at the 600-level, we will develop an addendum to the existing syllabus with additional expectations for doctoral students). Nature, structure, development and application of information policy. Interactions of social objectives, stakeholders, technology and other forces that shape policy decisions.

- **INST613/INST832 Information and Human Rights** (currently offered at the 600-level, we will develop an addendum to the existing syllabus with additional expectations for doctoral students). An examination of information as a human right, including topics: social, cultural, economic, legal, and political forces shaping information rights; the impact of information rights on information professions, standards, and cultural institutions; and information rights and disadvantaged populations.
- **INST620/INST833 Diverse Populations, Information, and Inclusion** (currently offered at the 600-level, we will develop an addendum to the existing syllabus with additional expectations for doctoral students). Importance of equality of information access. Social, political, and technological barriers to information. Information needs of diverse and underrepresented populations. Principles of inclusive information services.
- **INST822 Program Assessment and Evaluation** (new, to be piloted in 2026). This course provides an introduction to program assessment and evaluation for public, non-profit, and private-sector information organizations. It emphasizes the direct application of analytical skills and tools specifically appropriate to information organizations and includes focused practice in applying process evaluation and quasi-experimental methodologies. Attention is given to critical theories of evaluation and to cultural competence skills required to conduct assessment and evaluation activities while attending to various dimensions of diversity.
- **INST823 Participatory Design and Participatory Action Research** (new, offered once as a special topics course). Participatory Design (PD) is an array of Human-Computer Interaction (HCI) theories, practices, and research methods whose core philosophy is to include end-users as active participants in the design process. Similarly, Participatory Action Research (PAR) approaches and methods aim to equalize power relations between researchers and "the researched," emphasizing the importance of honoring, learning from, and designing in partnership with the lived experiences and situated knowledge of local community members. This course provides an introduction to the design and implementation of participatory design approaches and participatory action research (PAR) as methods to inform adaptive leadership and create organizational change.
- **INST824 Inclusive Leadership for Information Organizations** (new, offered once as a special topics course). This course aims to explore the range of human diversity and understanding how this plays into creating an inclusive information organization. To support the leadership development of each student, this course focuses on the complex dynamics of varying forms of diversity in organizations, as seen from the vantage points of social science, industrial/organizational psychology, and organizational studies. The course will adopt multiple levels of analysis to critically explore the current state of theory, research, and application regarding the role and treatment of differences and the creation of equity and inclusion in the workplace.
- **INST825 The Public Intellectual** (new, to be piloted in 2026). This course prepares students to make research results accessible to public audiences, through content creation, public speaking, and media interviews. Students will study existing public intellectuals, communications strategies, and get hands-on practice communicating their own research interests across media.

Students will also enroll in this non-credit-bearing class each term they are in the program:

- **INST001: Inquiry Group** (new, to be piloted in 2026). This is a non-credit bearing course that students take each semester. Inquiry groups are cross-cohort communities of practice, designed to assemble students with shared institutional contexts and/or research areas. Each group will run a self-directed readings seminar where they will share problems of practice, research questions, and/or related literature.

The Summative Course is:

- **INST826 Access, Accessibility, and Equity** (new, to be piloted in 2026). This course examines the central roles of equitable access and accessibility of information and technology in society. Exploring these issues in contexts of government, commerce, social services, and other spaces, this course introduces the social, cultural, financial, and educational impacts of equitable and inequitable access and accessibility of information and technology. This course will introduce numerous ways to promote equitable access and accessibility of information and technology through institutional leadership and the accompanying positive benefits to the institution.

In their final year of coursework, students will enroll in the Summative Course (INST826 Access, Accessibility, and Equity) alongside the Capstone Preparation Course (**INST838 Doctoral Capstone Preparation**). During this semester, students will use their independent study time in the capstone prep course to compile and then defend an annotated bibliography containing approximately 30 sources on each of four topics:

- The type of organization with which they are working;
- The type of leadership and community engagement problem that interest them;
- Relevant leadership strategies; and
- Methods of evaluation.

Course	Title	Credits
INST820	Course INST820 Not Found	
INST821	Course INST821 Not Found	
INST830	Course INST830 Not Found	
INST831	Course INST831 Not Found	
INST832	Course INST832 Not Found	
INST833	Course INST833 Not Found	
INST822	Course INST822 Not Found	
INST823	Course INST823 Not Found	
INST824	Course INST824 Not Found	

INST825	Course INST825 Not Found
INST826	Course INST826 Not Found
INST838	Course INST838 Not Found
INST839	Course INST839 Not Found
INST001	Course INST001 Not Found
Total Credits	**0**

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Fall 1 (6 credits of Foundational Courses):

INST820 Literacies for Leadership (3 credits)
INST821 Research Design for the Researching Professional (3 credits)
INST001: Inquiry Group (0 credits)

Spring 1 (6 credits of Core Courses):

INST610/INST830 Information Ethics (3 credits)
INST613/INST831 Information and Human Rights (3 credits)
INST001: Inquiry Group (0 credits)

Summer 1 (6 credits of Core Courses):

INST620/INST832 Diverse Populations, Inclusion, and Information (3 credits)
INST612/INST833 Information Policy (3 credits)
INST001: Inquiry Group (0 credits)

Fall 2 (6 credits of Core Courses):

INST825 The Public Intellectual (3 credits)
INST822 Program Assessment and Evaluation (3 credits)
INST001: Inquiry Group (0 credits)

Spring 2 (6 credits of Core Courses):

INST824 Inclusive Leadership for Information Organizations (3 credits)
INST823 Participatory Design and Participatory Action Research (3 credits)
INST001: Inquiry Group (0 credits)

Summer 2 (6 credits total: 3-credit Summative Course + 3-credit Capstone Preparation Course):

INST826 Access, Accessibility, & Equity (3 credits)
INST838 Doctoral Capstone Preparation (3 credits)
INST001: Inquiry Group (0 credits)

Fall 3 (6 credits):

INST839 Doctoral Capstone (6 credits)
INST001: Inquiry Group (0 credits)

Spring 3 (6 credits):

INST839 Doctoral Capstone (6 credits)
INST001: Inquiry Group (0 credits)

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

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

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

As information and information technology now dominate most forms of education, employment, commerce, civic participation, and interpersonal interaction, it is of utmost importance for the future leaders of information institutions to be prepared in being community-focused. The creation of a professional doctorate specifically designed for future leaders of information institutions - including libraries, archives, museums, educational institutions, and government agencies - is long overdue in this field.

This program is also in direct alignment with the university's Fearlessly Forward strategic plan, particularly the goals related to reimagining learning. This program, the first of its kind in the field, establishes the University of Maryland as a home for innovative, inclusive, and experiential approaches to learning within the information space. This program will bring significant innovations in the way we conceptualize learning at the doctoral level, including:

- The conceptualization of a doctoral capstone as an action research or change management planning process for a real-world organization (see more on this below);
- The addition of a professional mentor from outside of UMD on student's committees, to reflect the focus on preparing for professional (rather than academic) work (see more on this below); and
- The creation of inquiry groups (see more on this below and in Appendix B) and requirement that inquiry groups attend one in-person conference per year, with the group's faculty mentor.

Program Characteristics

What are the educational objectives of the program?

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

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

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

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

Describe any selective admissions policy or special criteria for students interested in this program.

Students enrolling in the program must have an established career within an information organization, broadly defined. The supplemental application will include questions about applicants' experience with leadership and community engagement issues in information organizations; we will want to understand how the applicants are framing these issues and why they are important to them.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

This degree is being created to fill a significant gap in education in the information field that has developed over several decades. Information professionals seeking degrees to prepare themselves for leadership positions originally had several options, including doctoral degrees in leadership (See: Keith Boyd Swigger. 2010. The MLS Project: An assessment after sixty years. Lanham, MD: Scarecrow Press.) However, in the 1960s, the American Library Association (ALA) standardized the degrees available to the Master of Library Science (MLS - now a Master of Library and Information Science or MLIS) and decided to consider it a field-specific terminal degree. This choice was made to promote consistent educational preparation, accreditation, and employment standards.

The downside of this decision, however, is that an MLIS holds the odd distinction of being both an introductory degree to the profession of librarianship and a terminal degree. The curriculum of the MLIS is heavily determined by the requirements of the ALA, with leadership and

management skills representing only a fraction of the multitudinous skills that need to be covered in the MLIS to retain accreditation from the ALA. An MLIS simply cannot function in a dual capacity as a leadership degree.

With the structured but limited nature of the MLIS, future leaders in the field have historically turned to PhD programs in Information Science/Studies. As a result, the PhD in Information Science/Studies has evolved to prepare both future faculty members and future professional leaders; however, the Doctor of Philosophy has never been a perfect match for information professionals, who need different training from information scholars. In addition, the last three decades have seen massive growth in the range of areas of expertise, degree programs, and academic fields represented in the field of information. These two situations require that we reconsider the possibility (and focus) of a professional doctorate in the field of information.

We are also motivated by our continuous engagement with external stakeholders. In 2018, INFO established a Leadership, Entrepreneurship, Advocacy and Development (iLead) advisory group, made up of distinguished professionals in the information field. Part of their mission was (and is) to identify a set of challenges that they expect to shape information-related education in the coming years. One of their primary recommendations was the need to provide advanced professional education to leaders in information organizations. Another recommendation was to build out our already robust curricula relating to leadership and community engagement.

Based on these recommendations, we conducted research into two primary areas:
Job market prospects for aspiring leaders in information organizations (for more information, see Appendix C);
Professional doctorate structures across the United States (for more information, see Appendix D).

This research demonstrated substantial job prospects and validated some of our decisions about the D.Inf.Sci. curriculum, particularly related to its flexibility and focus on knowledge application rather than knowledge generation.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Traditional Semester

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

This program will offer a unique leadership and community engagement focus, as it will be designed to meet the needs of working professionals. Given this, the hybrid modality of the program, and the lack of any professional doctoral degree programs in the information field (with the exception of the D.Inf.Sci. at Robert Gordon University in the UK, which has served a starting point for our curriculum developmental; discussed further below), this proposed program will offer many features that double as recruitment paths. Given the large number of professions and organizations that are encompassed within the information field, recruiting efforts will have the additional advantage of being able to work with a wide range of professional organizations for information professionals. The D.Inf.Sci. team will target human resources and talent development professionals in information organizations across the country to reach a wide audience.

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

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

Please describe the Post-Coursework or Mid-Program Evaluation component of this program.

Once a student completes the Foundational and Core Courses, they will enter a “post-coursework” state, with the following expectations:

- 1 semester of INST826 Access, Accessibility, and Equity (3 credits)
- 1 semester INST838 Doctoral Capstone Preparation (3 credits);
- An in-person oral defense of program content knowledge, to be prepared in both INST826 and INST838 and administered before the end of INST838;
- An assessment of each individual student’s success in Foundational and Core Courses and oral qualifying exams by the student’s two advisors (academic and professional), which will determine the student’s ability to enroll in INST839 (using a rubric to be developed);
- 2 semesters of INST839 Doctoral Capstone (6 credits each, total of 12 credits).
- An in-person oral defense of the capstone proposal (administered in first semester of capstone research); and
- An in-person oral defense of the capstone project (administered at the close of the second semester of capstone research).

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

During INST838 Doctoral Capstone Preparation Course, students will prepare for their oral qualifying exams and select the members of a 5-person committee (the student's academic mentor, the student's professional mentor, and 3 other INFO faculty members) to review student success in all 3 oral examinations. The student's qualifying exams will offer the student several questions to answer that demonstrate their mastery of the program content in relation to the student's professional and institutional interests. The discussions in the oral qualifying examination will also help the student and their capstone committee to talk through core areas of interest and potential topics that the student will explore in their capstone project. Students will be offered two opportunities to pass the qualifying exam.

Students who pass the oral qualifying exam and the mid-term evaluation by their two advisors will enroll in the first semester of INST839 Doctoral Capstone. By week 6, students will have integrated suggestions and guidance of the capstone committee, to craft a proposal detailing the topic, activities, and outcomes for the capstone project. Students will defend their proposals before the close of the first semester of INST839.

The second semester of INST839, the 6-credit Doctoral Capstone II course, will be devoted to the development of the change management proposal and will culminate in the student's summative oral defense of their capstone work.

Please provide examples of how students might fulfill the Doctoral Capstone requirement.

The doctoral capstone will be a unique experience for each student. It will require students to examine organizations with which they have ties and to select a leadership and community engagement-related problem within the organization to examine, design for, and evaluate. We discussed the program with a number of College contacts, and sample organizations interested in hosting capstones include: Arlington History Task Force, Cherry Hill Seminary, US Department of Justice, designDATA, Mount St. Mary's University, Mt. Zion-Female Union Band Society Cemetery, Polaris Project, National Archives and Records Administration, and Smithsonian Institution.

Online

Explain why the program should be offered online. What is the anticipated size of the online program at steady state?

As we have discussed throughout this proposal, the D.Inf.Sci. in Leadership and Community Engagement is focused on training students to ensure equitable access to, and equitable ability to apply information. In order to model this behavior, the program will be offered in a fully online capacity, with synchronous meetings offered in the evening times, to make the program as accessible as possible to a wide range of audiences.

We anticipate a small cohort (5-10 students) in the initial stages. If the program sees significant growth, college leadership may choose to hire additional faculty members to meet the program's advising needs.

Discuss the role of faculty in the development, oversight, and teaching of this online program. Note that MHEC 13B.02.03.11(F) requires that "at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty." Indicate any other unit or vendor that will be used to administer or deliver the program.

All courses in the program will be taught by regular, full-time faculty or part-time faculty who have been approved for teaching by the Appointment, Promotion, and Tenure (APT) Committee of the College. Regular, full-time College Park faculty will teach a high proportion of the courses and the majority of the tenured and tenure/track faculty will participate in the creation of courses and delivery of the program. Approximately half of the current faculty will play a significant role in the development of the curriculum and expect to teach program courses. Information about the credentials of these faculty members may be found in Appendix E. The College's website (http://ischool.umd.edu/fac-staff) provides information about all faculty members in the College. Advisors would be required to lead and facilitate Inquiry Groups, including identifying and attending a relevant annual conference with their inquiry groups.

Discuss the resources available for training and supporting faculty in regard to course development and instructional technology.

Support for faculty teaching courses in the program will be provided in three formats:

- INFO's Faculty Lead for Instructional Technology (a part-time faculty position) will provide one-on-one consulting with faculty teaching technology-enabled classes.
- INFO will urge all faculty to make use of the support structures built into the Teaching and Learning Transformation Center.
- INFO offers a teaching workshop each year in August with panels on issues related to teaching; panels focused on online and technology-enabled teaching will be available every year for faculty teaching in the program to develop new ideas and refine existing courses.

Discuss how courses will be taught using online technologies. Will courses be synchronous, asynchronous, or a combination of both? What technologies will be used to present material and evaluate the quality and authenticity of student work? How will these technologies be assessed?

Courses will be taught synchronously online and will be offered in the evenings for maximal accessibility to working students. Faculty will create their courses in ELMS, with an emphasis on making creative use of a range of embedded collaboration and communication tools to promote faculty-learner and learner-learner interaction. Student work will be focused on applying principles of each class to the applicant's home organization, meaning the shape of all assignments will be unique based on where the applicant comes from. To further emphasize the importance of academic integrity, all faculty will use TurnItIn to evaluate student work for possible plagiarism. The faculty director of the program will meet regularly with the Associate Dean for Academic Affairs and the Director of Graduate Operations, in addition to monthly meetings of the curricular committee for the program—these venues will provide opportunities to review faculty use of educational technology and the effect it is having on students.

If the program already exists, discuss how the online program will be comparable to the existing program in terms of academic rigor. What are the learning outcomes for the online offering? Do they differ from the existing on-site program? How will the program be evaluated?

N/A

Discuss how students will have reasonable and adequate access to the range of student support services (library materials, teacher interaction, advising, counseling, accessibility, disability support, and financial aid) needed to support their learning activities. Please click on the help bubble for more specific information.

INFO operates several fully online graduate programs, including the MLIS, as well as the M.P.S. in Game, Entertainment and Media Analytics and the M.P.S. in Data Journalism. As a result, the INFO Student Services Offices has amassed substantial experience ensuring that online students are fully aware of, and can access University services. In addition, INFO student handbooks and student ELMS groups will provide extensive resources to students in all programs. The D.Inf.Sci. students will also have access to a dedicated advisor.As discussed above–for all programs, we develop and maintain student handbooks, as well as a collection of resources within an ELMS group for all students in the program. Students will also have dedicated advising services from a member of the College's professional advising team (separate from the academic and professional mentors).

Discuss how the program will provide students with clear, complete, and timely information on the curriculum, technological competence and equipment needed for the program, admissions criteria, financial aid resources, complaint procedures, and cost and payment policies.

As discussed above–for all programs, we develop and maintain student handbooks, as well as a collection of resources within an ELMS group for all students in the program. Students will also have dedicated advising services from a member of the College's professional advising team (separate from the academic and professional mentors).The program will be managed by a Faculty Director, who will be appointed by the Dean (or their designee) for a three-year term and may be reappointed. The Faculty Director, in collaboration with the Assistant and Associate Deans, academic administrators, and members of a faculty curricular committee, will provide intellectual leadership for the proposed major. The Faculty Director will chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the major. We will also create a governance committee to allow for ongoing review and refinement of the program. The attached list of associated faculty (Appendix E) notes those who have served on the ad hoc committee that developed the idea for this program.

Intellectual Property Policy. Units developing online programs should be familiar with the university's intellectual property policy. See help bubble for link to policy. Please indicate that the unit will comply with the university's intellectual property policy.

Yes

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

N/A

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

N/A

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

N/A

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

The program will be managed by a Faculty Director, who will be appointed by the Dean (or their designee) for a three-year term and may be reappointed. The Faculty Director, in collaboration with the Assistant and Associate Deans, academic administrators, and members of a faculty curricular committee, will provide intellectual leadership for the proposed major. The Faculty Director will chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the major. We will also create a governance committee to allow for ongoing review and refinement of the program. The attached list of associated faculty (Appendix E) notes those who have served on the ad hoc committee that developed the idea for this program.

Indicate who will provide the administrative coordination for the program

The Director of Graduate Operations will administer the program. If the program grows past a total of 40 students, INFO will also hire a program coordinator.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

See Appendix F

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

Existing INFO facilities and instructional resources will be used to deliver this program—there are no physical facility requirements, except for housing the faculty and staff overseeing the program, which is part of standard INFO operations. As discussed above, INFO provides extensive support on using technologies to teach online, and the available resources are sufficient.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

This program will require the appointment of a Faculty Director, to be selected from the pool of existing INFO faculty members. Full-time faculty already part of the College have capacity to cover the five new courses required for this program. In addition, this program will be revenue-generating and will offer seats in its courses to students in our five revenue-generating masters programs—these tactics will offset the cost of staffing those courses.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

Existing administrative and advising resources will be used to oversee and support the program. These resources include a Director of Graduate Operations, a team of graduate advisors, and two project managers. Further resources for delivering the program will come from internal INFO reallocation, depending on program growth.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding. Please click on the help bubble for financial table templates.

See Appendix G

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

As the Secretary notes in his opening to the Maryland State Plan, Maryland is well known for its quality of higher education, and its reputation as "the most innovative state in the nation." This degree program - the first of its kind in Maryland, and one of very few across the nation - will advance both. In particular, we have developed an innovative education program that will graduate students who are well placed to assume leadership positions in a wide range of organizations.

This degree program will fill multiple long-standing, yet still inexorably pressing needs in the field. First, this program addresses the significant lack of advanced degree options in the information professions for those who wish to seek further education beyond the master's level without pursuing a research degree. Second, it rectifies the lack of a clear career path toward leadership roles in many information organizations, with interested individuals currently left to accumulate continuing education credits or earn a degree outside of the field. Third, information organizations – from traditional institutions like libraries, archives, and museums to the most cutting edge Internet companies. Fourth, community-engaged leaders will not only innovate within their organizations, they will also improve it in all of the services, products, technologies, and other outputs they create. Finally, the construction of a professional doctorate degree program devoted to leadership and community engagement is unique in the information field.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

This program will target working information professionals, meaning that many students will likely be seeking to advance in their existing careers. Nonetheless, we conducted a wide search of currently open jobs and positions in related information organizations searching using keywords and phrases such as equity, inclusion, diversity, leadership, accessibility, library, museum, director, and manager at various sites including diversityjobs.com, indeed.com, and looking internally at our very own institution's jobs at the University of Maryland. We found that these kinds of positions that espouse and promote leadership and community engagement tenets cut across many different types of industries and organizations--from public sector organizations built around culture and information like public libraries, history centers, and museums, as well as governmental agencies housed in the US Federal Government--to more research and academic-based institutions like research institutions, academic libraries, universities, and community colleges. We found that these positions exist in private sector work as well, including jobs within commercial organizations and industry in general. We believe our research demonstrates the need for this professional degree.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

There are no competing programs within the U.S. Very few attempts have been made at professional doctoral education in the field of information studies, and none of those efforts are currently active. The earliest professional doctoral degrees date to the founding of the field in the 1870s, when a small number of schools offered professional doctorates in librarianship rather than the now-standard MLIS. The most recent and similar previous program based in the U.S., which was at Simmons University, focused entirely on library leadership, and completely lacked the broader focus of this program on a more diverse set of information organizations and on community engagement. The professional doctoral degree program at Simmons University's School of Information earlier this century lasted only a few years by design, being entirely supported by grant funding.

In conducting our research looking for similar programs, we did find a relevant professional doctoral program in information science located in Aberdeen (Scotland) – the Doctor of Information Science (DInfSci) at Robert Gordon University. Similar to our proposed program, the DInfSci is a practitioner-focused doctoral degree that is more applied in nature than a traditional PhD program and is designed to prepare experienced professionals who are working in strategic, information or knowledge management environments to undertake research in the areas of Information and Knowledge Management, Information Literacies and Behaviors, Information Services, Knowledge Organization, Information and Society, or Information Governance and Information Technologies. Unlike our proposed program, however, this program appears to be taught through self-paced online modules, does not have a leadership and community engagement focus, and the aim of their degree is "to generate new knowledge and understanding that will contribute to enhancing the policies and practices of modern information science" (https://www.rgu.ac.uk/study/courses/1036-dinfsc-doctor-of-information-science).

Beyond the field of information studies, professional doctoral degrees in leadership are exceedingly rare, and none appear to identify a specific focus on leadership and community engagement. Andrews University in Michigan, for example, offers a doctorate in leadership degree (D.Lead.) that is similar to the approximate size and scope that is envisioned for this proposed degree program. However, the Andrews University DLead degree program lacks any of the leadership and community engagement emphasis and much of the general focus of this proposed program.

The combination of a focus on leadership within information organizations more broadly and on community engagement issues in particular will make this degree program uniquely valuable to current and future leaders in a wide range of professions, from galleries, libraries, archives, and museums (GLAM) institutions to higher education to government agencies and across the corporate sector. By seamlessly and comprehensively incorporating leadership and community engagement concerns into every course, the program will uniquely prepare future leaders of the information field.

The Universities in Maryland (public and private) together offer just over 30 professional doctorates. They are concentrated around a few areas: 1) physical health (e.g. Doctor of Nursing Practice at Johns Hopkins and UMB, Doctor of Pharmacy at UMD Eastern Shore; Doctor of Audiology at Towson and UMCP; Doctor of Medicine at UMB; Doctor of Veterinary Medicine at UMCP, Doctor of Occupational Health at Notre Dame of Maryland, UMES, and UMB); 2) mental health (e.g. Doctor of Psychology at Loyola and Stevenson); 3) education (e.g. Doctor of Education at Loyola, Bowie State, Frostburg State, and UMCP) and 4) religion (e.g. Doctor of Ministry at St. Mary's Seminary and University, Doctor of Rabbinical Practice at New Israel Rabbinical College). We determined that the Doctor of Education programs were the most germane to the program we are proposing. In Appendix A, we compare our learning objectives with their core courses to demonstrate the uniqueness of our program. These matrices make it clear that while Ed.D. programs have some overlap with the D.Inf.Sci.in Leadership and Community Engagement, they are targeted at a narrower audience–K-12 school system administrators–and while some address leadership and community engagement issues, these issues are not the focus of any of the existing Ed.D.s in Maryland.

We are aware of at least two graduate programs (Post-Baccalaureate Certificate in Leadership in Diverse Organizations, and an MPS in Justice Leadership) at the University of Maryland which use shared terminology but are otherwise unrelated in terms of its scholarship and pedagogy. The Post-Baccalaureate Certificate in Leadership in Diverse Organizations is jointly offered by the Department of Sociology, Department of Criminology, and the Carey School of Law as part of a Master of Professional Studies in Public Safety Leadership and Administration program. The MPS in Justice Leadership is jointly offered by the Department of Criminology and Criminal Justice and the School of Public Policy. As such, neither of these programs are related to this program because they do not have foundations in information scholarship.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

As discussed above, this program is entirely unique within the state. While two HBIs (Bowie State and Frostburg State) have Ed.D. programs, we have established above that Ed.D. programs do not have substantial overlap with the D.Inf.Sci.

Supporting Documents

Attachments

Appendix H - Professional Mentors.pdf
Appendix F - Library Collections Assessment.pdf
Appendix E - Faculty.pdf
Appendix D - ProfD Structures across the United States pdf.pdf
Appendix C - Summary Doc for Harvesting Job Ads.pdf
Appendix B - Inquiry Groups & Capstone.pdf
Appendix G - Financial Plan.pdf
Appendix A - Curriculum Maps Revised 5-7-2025.pdf

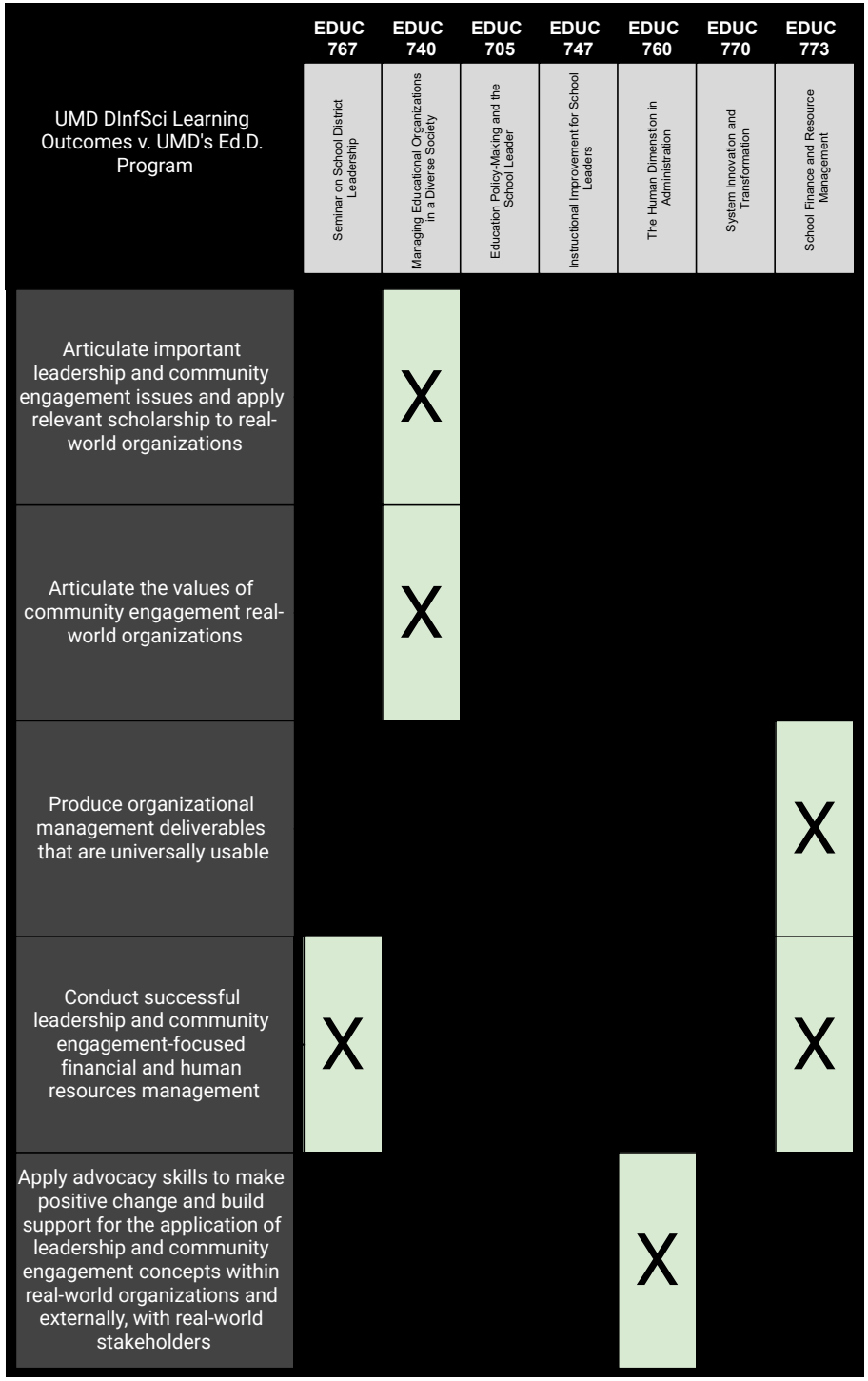
Appendix I - Assessment and Quality Assurance.pdf

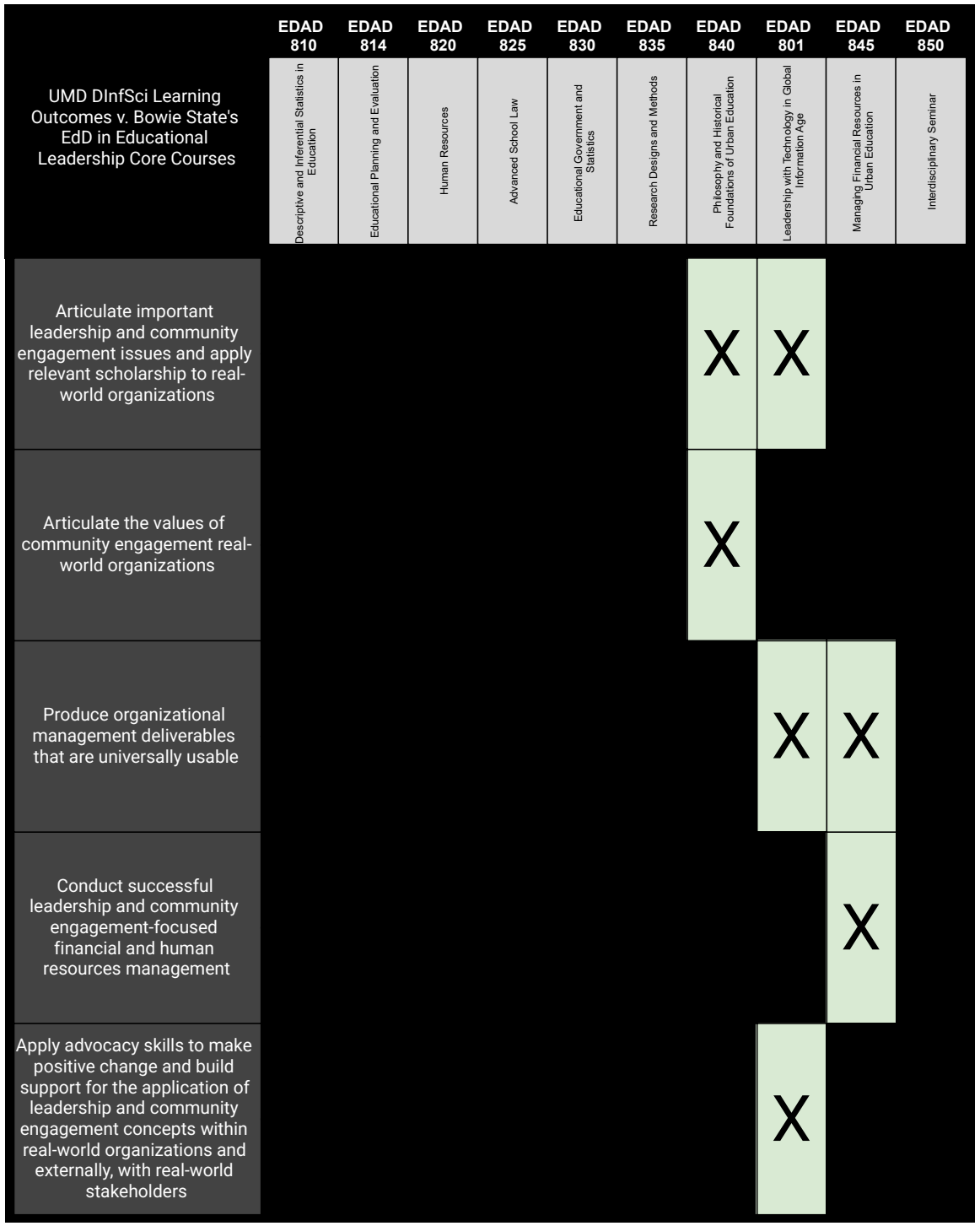
Key: 917

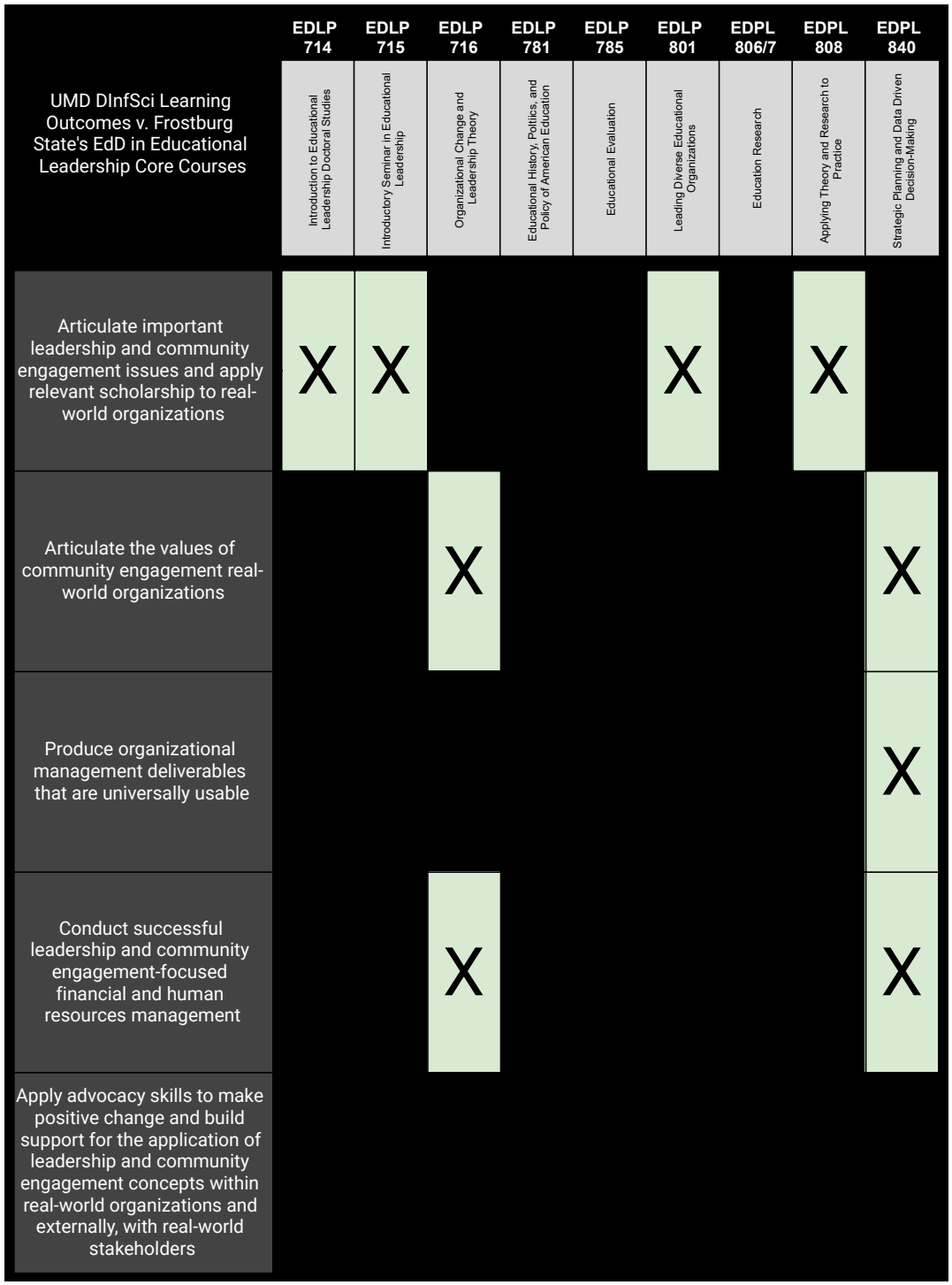
Appendix A: Curriculum Map

Legend
I=Introduced
D=Discussed in Depth
A=Assessed In
V=Varies based on Student Interests

	Foundational Courses (2)		Core Courses (8)								Summative Course (1)	Capstone Courses (2)		Inquiry Groups
	INST 820	INST 821	INST 830	INST 831	INST 832	INST 833	INST 822	INST 823	INST 824	INST 825	INST 826	INST 838	INST 839	INST 0xx
	Literacies for Leadership	The Researching Professional	Information Ethics	Information Policy	Information and Human Rights	Diverse Populations, Information, and Inclusion	Program Assessment and Evaluation	Participatory Design and Participatory Action Research	Inclusive Leadership for Information Organizations	The Public Intellectual	Access, Accessibility, and Equity	Doctoral Capstone Preparation	Doctoral Capstone	Inquiry Groups (each semester enrolled)
Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations	I	I	D	D	D	D A	I	I	I	I	D	V	V	V
Articulate the values of community engagement for real-world organizations	I	I					I	D A	D	D	D	V	V	V
Produce organizational management deliverables that are universally usable	I	I	I	D A	I	D			D		D	V	V	V
Conduct successful leadership and community engagement-focused financial and human resources management	I	I	D				I		D A		D	V	V	V
Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders	I	I	I	D	D			D	I	D A	D	V	V	V


UMD DInfSci Learning Outcomes v. UMD's Ed.D. Program
EDUC 767
Seminar on School District Leadership
EDUC 740
Managing Educational Organizations in a Diverse Society
EDUC 705
Education Policy-Making and the School Leader
EDUC 747
Instructional Improvement for School Leaders
EDUC 760
The Human Dimension in Administration
EDUC 770
System Innovation and Transformation
EDUC 773
School Finance and Resource Management
Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations
X
Articulate the values of community engagement real-world organizations
X
Produce organizational management deliverables that are universally usable
X
Conduct successful leadership and community engagement-focused financial and human resources management
X
X
Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders
X


UMD DInfSci Learning Outcomes v. Bowie State's EdD in Educational Leadership Core Courses
EDAD 810
Descriptive and Inferential Statistics in Education
EDAD 814
Educational Planning and Evaluation
EDAD 820
Human Resources
EDAD 825
Advanced School Law
EDAD 830
Educational Government and Statistics
EDAD 835
Research Designs and Methods
EDAD 840
Philosophy and Historical Foundations of Urban Education
EDAD 801
Leadership with Technology in Global Information Age
EDAD 845
Managing Financial Resources in Urban Education
EDAD 850
Interdisciplinary Seminar
Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations
X
X
Articulate the values of community engagement real-world organizations
X
Produce organizational management deliverables that are universally usable
X
X
Conduct successful leadership and community engagement-focused financial and human resources management
X
Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders
X


UMD DInfSci Learning Outcomes v. Frostburg State's EdD in Educational Leadership Core Courses
EDLP 714
Introduction to Educational Leadership Doctoral Studies
EDLP 715
Introductory Seminar in Educational Leadership
EDLP 716
Organizational Change and Leadership Theory
EDLP 781
Educational History, Politics, and Policy of American Education
EDLP 785
Educational Evaluation
EDLP 801
Leading Diverse Educational Organizations
EDPL 806/7
Education Research
EDPL 808
Applying Theory and Research to Practice
EDPL 840
Strategic Planning and Data Driven Decision-Making
Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations
X
X
X
X
Articulate the values of community engagement real-world organizations
X
X
Produce organizational management deliverables that are universally usable
X
Conduct successful leadership and community engagement-focused financial and human resources management
X
X
Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders

Inquiry Groups

Innovation intended to fill a role similar to a research lab for PhD students

Matriculation	Set up	Readings Seminar
Students immediate assigned to an inquiry group of 5-6 people with a common institutional context, problem space, or research area	Inquiry groups will be assigned a faculty advisor from UMD INFO and a professional advisor from INFO's professional network	Inquiry groups will run a readings seminar and share problems of practice, research questions, and related literature
Monthly Meetings	**Conference Attendance**	**Capstone**
Each inquiry group will meet monthly in an online, synchronous session with their advisors to review literature relevant to their groups	Each inquiry group will work with advisors to identify a professional conference that all members will attend together, once per year	As students transition to candidacy, inquiry groups will remain together as a source of writing and research support to one another

More structure…: Capstone and Completion

INST879 Pre-Capstone Candidacy Research

- Students will enroll in 3 credits of independent study (INST879) to compile an annotated bibliography containing approximately 30 sources on each of three topics:
  - The type of organization with which they are working
  - The type of JIDEA problem
  - Methods of evaluation
- Prior to enrolling in INST889 Doctoral Capstone, students will sit for an oral exam covering the topics in their annotated bibliography
- Students will create committee of faculty advisor, professional advisor, and three additional faculty members

Prerequisite for INST888

INST888 Doctoral Capstone I (6 credits, 1 semester)

- Students continue directed reading in service of selecting a pressing JIDEA problem in their organization (or in one they have encountered previously)
- Students develop a proposal for their capstone project, which they defend in an oral exam

Prerequisite for INST889

INST 889 Doctoral Capstone II (6 credits, 1 semester)

- Students complete their projects with support from faculty advisors, professional advisors, and inquiry groups (to be discussed shortly)
- Students defend their complete project in an in-person, oral exam

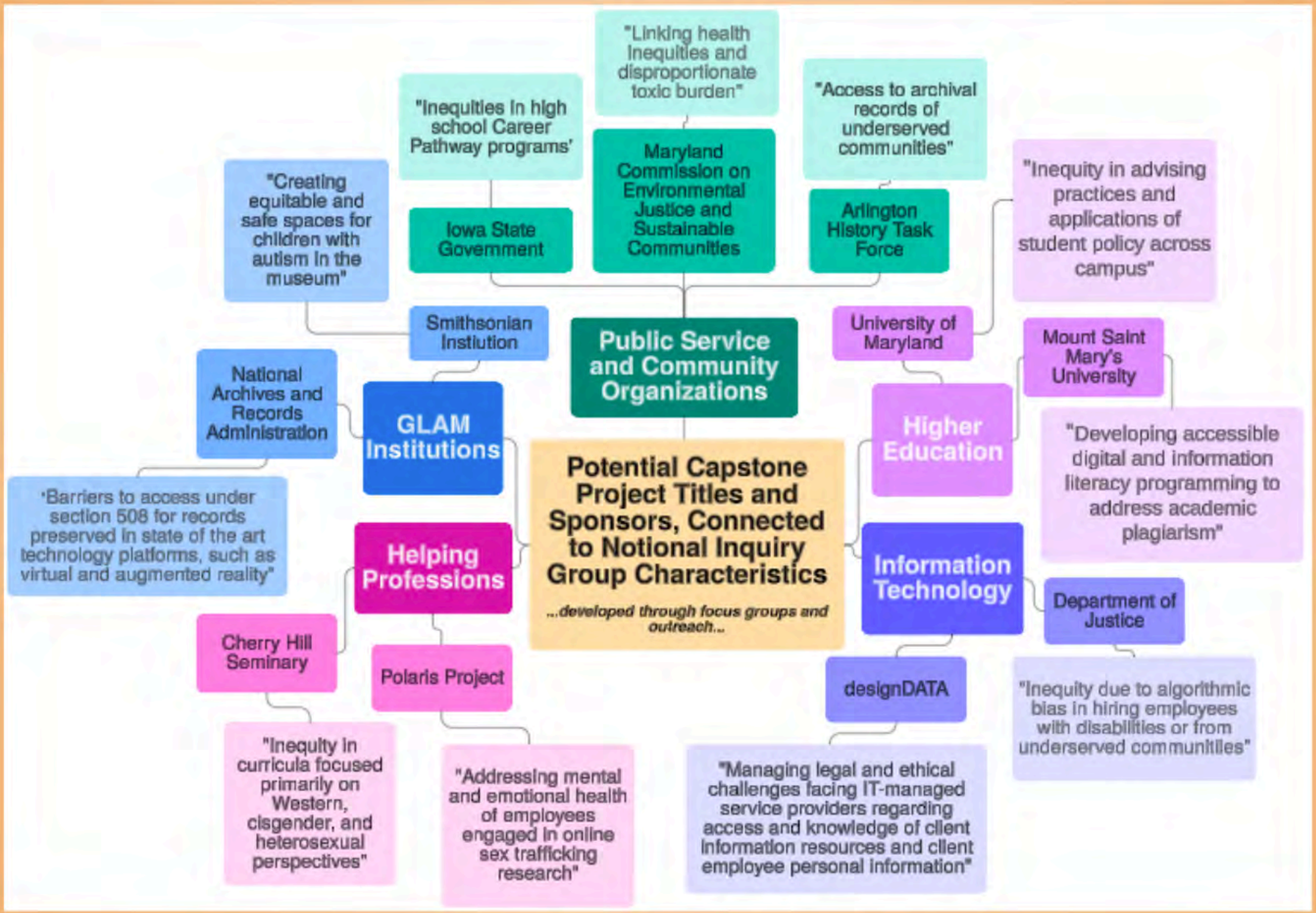
Knowledge Application vs. Knowledge Generation

Caramello: "The professional doctorate eludes definition, but it does yield to description. It stresses the mastery of practical abilities, requires such mastery to be demonstrated, and does not require -- however vigorously it may encourage -- that mastery itself be enhanced by independent contributions to new knowledge."

Goal: To prepare *researching professionals* (as opposed to professional researchers)

- Students will synthesize scholarship and literature on the practice of information organizations to identify a relevant problem space focusing on a JIDEA issue within a professional organization with which they are/have been associated
- Students will then develop, implement, and assess a tailored solution to the problem they identify through use of participatory action research and evaluation methodologies, as well as other methods as necessary

Focus on generating findings with some degree of generalizability though the focus will not be on theory development, as befits a PhD


"Linking health inequities and disproportionate toxic burden"
"Inequities in high school Career Pathway programs'
"Access to archival records of underserved communities"
"Creating equitable and safe spaces for children with autism in the museum"
Iowa State Government
Maryland Commission on Environmental Justice and Sustainable Communities
Arlington History Task Force
"Inequity in advising practices and applications of student policy across campus"
Smithsonian Institution
Public Service and Community Organizations
University of Maryland
National Archives and Records Administration
GLAM Institutions
Higher Education
Mount Saint Mary's University
'Barriers to access under section 508 for records preserved in state of the art technology platforms, such as virtual and augmented reality"
Potential Capstone Project Titles and Sponsors, Connected to Notional Inquiry Group Characteristics
...developed through focus groups and outreach...
"Developing accessible digital and information literacy programming to address academic plagiarism"
Helping Professions
Information Technology
Department of Justice
Cherry Hill Seminary
Polaris Project
designDATA
"Inequity due to algorithmic bias in hiring employees with disabilities or from underserved communities"
"Inequity in curricula focused primarily on Western, cisgender, and heterosexual perspectives"
"Addressing mental and emotional health of employees engaged in online sex trafficking research"
"Managing legal and ethical challenges facing IT-managed service providers regarding access and knowledge of client information resources and client employee personal information"

Appendix C: Summary of Job Search Findings

In building out the design of the Professional Doctorate in Inclusive Leadership for Information Organizations we are keeping professionals in mind--thinking about those who currently have or are seeking leadership roles in information organizations. People who work in information organizations occupy various positions and roles and we firmly believe that focusing on continued justice, equity, diversity, and inclusion work (JEDI) is integral to the success of information organizations, their current work, and their future paths.

We conducted a wide search of currently open jobs and positions in related information organizations searching using keywords and phrases such as equity, inclusion, diversity, leadership, accessibility, library, museum, director, and manager at various sites including diversityjobs.com, indeed.com, and looking internally at our very own institutions jobs at the University of Maryland. We searched DiversityJobs using keywords like library, archives, director, diversity, leadership, manager and a search of eTerp looking at positions listed within UMD. We used the following key words for this search: diversity, inclusion, equity, accessibility, leadership, director, dean, administrator/administration

Findings indicated these kinds of positions that espouse and promote JIDEA tenets cut across many different types of industries and organizations--from public sector organizations built around culture and information like public libraries, history centers, and museums, as well as governmental agencies housed in the US Federal Government--to more research and academic-based institutions like research institutions, academic libraries, universities, and community colleges. We found that these positions exist in private sector work as well, including jobs within commercial organizations and industry in general.What's more--there are many currently open positions that, while their main focus is not JEDI, specifically make mention of JEDI principles and incorporate them into the job description in various ways. And there are positions that, while the job descriptions may not explicitly mention JEDI, the people in these positions may recognize the need for, and the value of, training in JEDI leadership.

Our research identified the following number of job advertisements and the types of organizations offering them:

1. Public Libraries, History Centers - 2
2. Academic Library, Universities, Community Colleges - 9
3. Federal Government - 1
4. Research Institutes - 2
5. Commercial, Industry - 2
6. Nonprofits - 1
7. Museums - 3
8. Internal UMD or USMAI - 4

We used this research to identify a larger set of keywords, including: partnership, collaboration, leadership, experienced, strategic vision, commitment, active participation, marginalized, communication, coordination, innovative, trust, motivate, dynamic, stakeholders, active partnership, direction, key driver, collective engagement, inspired, reimagined, forward-thinking, social action strategy, "thoughtful, proactive, and gracious communicator," oversee, join a leadership team, ambitious plans for growth, foster

Below, we include a sampling of these job descriptions.

Diversity, Equity, and Inclusion Officer, Enoch Pratt Free Library
Reporting to the Director of the Enoch Pratt Free Library, the incumbent will partner and collaborate with leadership to identify gaps in policy, practice, and allocation of resources in the pursuit of a diverse, equitable, and inclusive community for both the Enoch Pratt Free Library employees and the public that we serve. The DEI Officer must be an experienced, mission-driven leader who will play a critical role in shaping and sustaining a diverse and equitable culture of inclusion at EPFL.

Director of the Library, St. Mary's College of Maryland
St. Mary's College of Maryland is accepting applications for the position of Director of the Library. The Director provides strategic vision and leadership for the Library in support of the College's public liberal arts mission. The College seeks an enthusiastic and innovative leader with a deep commitment to the liberal arts and undergraduate education and a desire to actively participate in a supportive campus community. The successful candidate will have a record of academic and professional achievement that warrants tenure at a senior academic rank.

USAID Project Management Specialist (Equity and Inclusion Education Specialist)- FSNPSC-11, United States Agency for International Development (USAID)
The Equity and Inclusion Education Specialist works in a collaborative manner with the USAID Education Development Office's (EDO) six-person team and the larger USG Mission. S/he has the primary responsibility for the technical direction of portions of USAID/Nepal's $19 million per year education portfolio, under the guidance of the EDO Office Director. The Equity and Inclusion Education Specialist provides expert technical input into the overall education program, especially from the perspective of advising on the issues, opportunities, and strategy in the education sector relating to gender equity, inclusion, and disability in Nepal. S/he plays a leadership role in developing strategies, engaging with stakeholders, designing activities, and managing programs, specifically focused on improving access to education and learning outcomes for marginalized children.

Associate Director for Dissemination and External Affairs (AD-DEA), Getty Research Institute
The Getty Research Institute (GRI) seeks nominations and applications for a strategic, forward-thinking leader to serve as the Associate Director for Dissemination and External Affairs (AD-DEA). This new position is an excellent opportunity for an innovative, visionary, and enthusiastic individual who - in conjunction with the Director, Deputy Director, and GRI senior staff - will lead a creative, coordinated initiative to communicate the research and activities of the GRI to new and existing target audiences, with attention to Diversity, Equity, Accessibility, and Inclusion, and inspiring new levels of engagement among researchers, enthusiasts, and the broader public.

With a staff of approximately 30 and an overall budget of $3 million, the AD-DEA will report to the Director of the GRI and will oversee exhibitions, publications, programs, web and digital media, and development and communications, bringing these areas together to foster an innovative and consistent public profile for the GRI.

The successful candidate may come from arts administration, academia, or from a foundation, museum, or other institution focused on humanistic inquiry. This is an exceptional opportunity for a

professional who is passionate about the centrality of visual culture to join the leadership team at one of the world's premier humanities-based research institutes.

Library Professional I (Digital Project Manager), Utah State University Libraries

Utah State University (USU) Libraries seek a collaborative, organized, and service minded Digital Projects Manager who will oversee existing and develop new digital projects.

The Digital Projects Manager provides leadership and coordination for the planning and creation of digital collections and exhibits at Utah State University Libraries and works with a dynamic team including full-time staff and part-time student employees. As a member of Library-wide teams, the successful applicant will contribute to content strategy and planning as well as evaluation and assessment for digital projects. This includes collaboration with Special Collections and Archives to evaluate and prioritize collections, both physical and born-digital, for development into online, openly accessible resources. The successful applicant will also oversee projects with campus and community partners to create collections and exhibits that support the Libraries' and University's mission. As a member of the Digital Initiatives Unit, the Digital Project Manager contributes to unit, division, and library-wide planning and initiatives.

Reporting to the Head of Digital Initiatives, the position is a full-time, fully benefited professional position. The Library is especially interested in promoting an environment of diversity and excellence throughout the institution and welcomes candidates committed to fostering diverse and inclusive environments.

iSchools and Professional Doctorates

Potential collaborations with iSchools in the future: University of Alabama, Florida State University, University of North Carolina

Potential to offer DEI-focused classes in southern U.S. states

iSchools are innovating in the space of professional doctorates

late 1800s-1950s	1960s	1970s	1970s-2000s	2010s-2020s
No standardization in Library Science degrees; options range from Bachelor of Arts (BA) to Doctor of Library Science (DLS)	American Library Association (ALA) mandates the creation of the Master of Library Science (MLS) as the required pre-professional degree for all practicing librarians	Library Science schools introduce the Ph.D. in Library and Information Science with the goal of producing both future faculty members **AND** future library leaders	Library Science schools adopt "Information School" label; iSchools shift focus of Ph.D. solely towards research training for future faculty members, leaving no room for PhD programs to prepare professional library leaders	ISchools and related institutions experiment with professional doctorates

Still no professional doctorate in leadership for information professionals

Doctor of Public Policy (DPP) for Embedded Librarians in Policy Organizations, University of Nevada Las Vegas

Doctor of Technology (DTech), Purdue University

Doctor of Professional Studies (DPS) in Information Management, Syracuse University

Doctor of InformationScience (DInfSci), Robert Gordon University (UK)

Doctor of Computer Science, (DCS) Colorado Technical University

Doctor of Design (DDes), North Carolina State University

Doctor of Leadership (DLead), Andrews University (UK)

Anecdotal Trends: INFO PhD Alumni

Appendix E: Personnel associated with the D.Lead./D.Inf.Sci.

UMD Faculty

Name	Title	Degree	Affiliations
Antoun, Chris	Assistant Professor	PhD, Survey Methodology, University of Michigan	Social Data Science Center, Joint Program in Survey Methodology
Aston, Jason	Lecturer	MPS, Interactive Telecommunications	Human-Computer Interaction Lab
Baron, Jason	Professor of the Practice	JD, Boston University School of Law	Center for Archival Futures; Search Mastery Interest Group
Bonsignore, Beth	Assistant Research Scientist	PhD, Information Studies, University of Maryland	Kidsteam; Youth Experience Lab; Organizational Teams and Technology Research Society; Search Mastery Interest Group
Campbell, Susan	Senior Lecturer	PhD, Psychology, University of Maryland	Applied Research Lab for Intelligence and Security
Clegg, Tammy	Associate Professor	PhD, Computer Science, Georgia Tech	Iribe Initiative for Inclusion and Diversity in Computing; Human-Computer Interaction Lab; Maryland Initiative for Digital Accessibility; Youth Experience Lab
Diker, Vedat	Principal Lecturer	PhD, Information Science, SUNY Albany	Social Data Science Center; Anti-Racist Teaching Symposium
Duffy, Pam	Lecturer	MS, Human-Computer Interaction, University of Maryland	Social Data Science Center; Anti-Racist Teaching Symposium
Fellows, Andy	Faculty Specialist	MA, American Studies, University of Maryland	Campus-Community Connections Program
Fenlon, Katrina	Assistant Professor	PhD, Library and Information Science, University of Illinois	Maryland Institute for Technology in the Humanities; Center for Archival Futures;
Frezzo, Dennis	Senior Lecturer	PhD, Educational Psychology, University of Hawaii	Center for Advanced Study of Communities and Information; Human-Computer

			Interaction Lab
Golbeck, Jen	Professor	PhD, Computer Science, UMCP	Human-Computer Interaction Lab
Grimmer, Jessica	Lecturer	PhD, Historical Musicology, University of Michigan	Department of Musicology and Ethnomusicology; Center for Archival Futures;
Harry, Charlie	Associate Research Professor	PhD, Public Policy, University of Maryland	Sociotechnical Cybersecurity Interest Group; Tech Policy Research and Education Hub; Center for International and Security Studies
Hill, Renee	Principal Lecturer	PhD, Library and Information Science, Florida State University	Maryland Initiative for Digital Accessibility
Izsak, Kate	Associate Dean for Academic Affairs	PhD, History, University of Michigan	Department of Anthropology; National Consortium for the Study of Terrorism and Responses to Terrorism; Social Data Center; Anti-Racist Teaching Symposium; Center for Archival Futures; Artificial Intelligence Interdisciplinary Institute at Maryland; Campus Computing Community
Jackson, Scott	Lecturer	PhD, Linguistics, University of Arizona	Applied Research Lab for Security and Intelligence
Jaeger, Paul	Professor	PhD, Information Studies, Florida State University; JD, Florida State University	Information Policy and Access Center
Klein, Jesse	Senior Lecturer	PhD, Sociology, Florida State University	Social Data Science Center
O'Grady, Ryan	Lecturer	MLIS, UMCP, MS Towson University	Search Mastery Interest Group; Information Policy and Access Center
Paletz, Susannah	Associate Professor	PhD, Social/Personality Psychology, UC Berkeley	Social Data Science Center; Organizational Teams and Technology Research Society
Reitz, Galina Madjaroff	Senior Lecturer	PhD, Information Systems and Human-Centered Computing, UMBC	Human-Computer Interaction Lab
Shilton, Katie	Associate Professor	PhD, Information Studies, UCLA	Social Data Science Center; Search Mastery Interest Group; Center for Advanced

			Study of Communities and Information
St. Jean, Beth	Associate Professor	PhD, Information, University of Michigan	Computational Linguistics and Information Processing Lab; Search Mastery Interest Group; Information Policy and Access Center
Van Hyning, Victoria	Assistant Professor	PhD, Early Modern English Literature, University of Sheffield	Department of English; Driskell Center; Center for Archival Futures; Data Rescue and Reuse Lab
Wang, Ping	Associate Professor	PhD, Information Systems, UCLA	UCLA Anderson School of Management; Center for Advanced Study of Communities and Information; Human-Computer Interaction Lab; Organizational Teams and Technology Research Society
Winter, Susan	Associate Dean for Research	PhD, Information Systems, University of Arizona	Organizational Teams and Technology Research Society

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$ 176,292 [	$ 35,502	$ -	$ -	$ -
2. Tuition/Fee Revenue (c+g+h below)	$ 193,783	$ 345,674	$ 424,166	$ 535,116	$ 579,729
a. #FT Students	5	7	8	10	10
b. Annual Tuition/Fee Rate	$ 836	$ 861	$ 887	$ 914	$ 941
b.1. Annual Credit Hours	30	30	30	30	30
c. Annual FT Revenue (a x b)	$ 125,439	$ 180,882	$ 212,924	$ 274,140	$ 282,364
d. # PT Students	5	12	15	18	20
e. Credit Hour Rate	$ 836	$ 861	$ 887	$ 914	$ 941
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	$ 62,719	$ 155,042	$ 199,617	$ 246,726	$ 282,364
h. iSchool Program Fee (50% of courses)	$ 5,625	$ 9,750	$ 11,625	$ 14,250	$ 15,000
3. Grants, Contracts, & Other External Sources	$ -	$ -	$ -	$ -	$ -
4. Other Sources	$ -	$ -	$ -	$ -	$ -
TOTAL (Add 1 - 4)	**$370,074**	**$381,176**	**$424,166**	**$535,116**	**$579,729**

Footnote: Surplus funds from INFO entreprenial programs will be reallocated to this program until break-even student numbers are reached. Break even should be reached by year 3 of the program.

DATE: 2/24/2023

TO: Keith Marzullo

Dean and Professor, University of Maryland College of Information Studies (iSchool)

FROM: On behalf of the University of Maryland Libraries:

Rachel Gammons, Liaison to the College of Information Studies

Maggie Saponaro, Director of Collection Development Strategies

Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment for Professional Doctorate in Information Equity

We are providing this assessment in response to a proposal by Dr. Keith Marzullo in the College of Information Studies (iSchool) to create a Professional Doctorate (Prof.D.) in Information Equity. The College of Information Studies asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

The proposed Prof.D. in Information Equity is designed for working professionals in information fields. It is an online program that will be completed asynchronously with courses that focus on equity and inclusion in information contexts, including public policy, human rights, technology development, and the needs of diverse populations. The courses for this program can be completed in any order and will include 5 existing courses and an additional 5 courses in development.

This program will primarily use resources and materials related to the disciplinary area of library and information studies, but may also incorporate broader social science and education fields, including sociology, computer science, information technology, psychology, and public policy, to name a few. As described in the program proposal, the Prof.D. in Information Equity extends and expands a current area of focus in the iSchool on justice, inclusion, diversity, equity, and accessibility (JIDEA), which is being well supported by existing Libraries' resources, materials, and collections.

Serial Publications

Since this is an online program, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to many scholarly journals—almost all in online format--that focus on library and information sciences (LIS).

The Libraries subscribe to most of the top ranked journals that are listed in the Information Science and Library Science category in the Social Sciences Edition *of Journal Citation Reports**. These journals include the following, all of which are available online:

- *International Journal of Information Management* (2001 ~present)
- *Ethics and Information Technology* (1993 ~present)
- *Journal of Strategic Information Systems* (1995 ~present)
- *Information & Management* (1995 ~present)
- *Journal of Computer-Mediated Information* (JCMC) (1995 ~present)

- *Information and Organization* (2001 ~present)
- *MIS Quarterly* (1977 ~present)
- *Journal of Information Science* (1999 ~present)

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (https://lib.guides.umd.edu/az.php) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of Information Equity are *ACM Digital Library* and *Library & Information Science Source*. Some of the other subject databases that would be relevant to this curriculum include *PsycINFO, PsycARTICLES, Education Source, ERIC, SocIndex with Full Text, Ethnic Newswatch, GenderWatch, Sage Research Methods, Family Studies Abstracts,* and *Web of Science Core Collection.*

Also, three general/multidisciplinary databases, *Academic Search Ultimate, MasterFILE Premier* and *ProjectMUSE* are good sources of articles relevant to this topic.

In many-and likely in most-cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (https://www.lib.umd.edu/find/ill). (Note: See below.)

Monographs

The Libraries regularly acquire scholarly monographs in Library and Information Studies and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for this course/program likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (https://www.lib.umd.edu/find/ill). (Note: See below).

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own. A search for "information equity" yielded 2,800 books in the Libraries' collections, 1,600 of which were e-books. A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations. A search for "information equity" from BTAA holdings yielded 8,100 books. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Interlibrary Loan Services

Interlibrary Loan services (https://www.lib.umd.edu/find/ill) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. If the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library.

GIS Datasets are available through the GIS Data Repository (https://www.lib.umd.edu/research/services/gis) while statistical consulting and additional research support is available through Research Services (https://www.lib.umd.edu/research/services) and technology support and services are available through the Terrapin Learning Commons (https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk).

The subject specialist librarian for the discipline, Rachel Gammons (rgammons@umd.edu), also serves as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Conclusion

With our journals holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the current curricular and research needs of the proposed Prof.D. in Information Equity.

Every year we are faced with resource inflation costs and a finite budget allocation. The Libraries cannot guarantee that we will continue to have access to these resources in the near future. Although journal

articles, books and book chapters can be requested and received via Interlibrary Loan (ILL), access to databases cannot be fulfilled this way.

Appendix H: Potential Professional Mentors from INFO's Network of External Stakeholders

UMD Faculty

Name	Title	Organization	Highest Degree	INFO Connection
Abdolrahimi, Combiz Richard	Vice President, Government Relations and Public Policy	ServiceNow	LLM, National Security, Technology, and International Human Rights Law, Georgetown	iLEAD
Adenjii, Aderonke	Deputy Chief Information Officer	US House of Representatives	MIM, University of Maryland	iLEAD
Adams, Jonathan	Director, Data and Information Services	Resigility LLC	MBA, Georgetown	Adjunct Lecturer
Brinck, Tom	UX Design Lead	Webex Calling	MS, Cognitive Psychology, University of Michigan	Adjunct Lecturer
Cruz, Gabriel	Solution Engineer	Para Business Systems	MIM, University of Maryland	Adjunct Lecturer, iLEAD
Dull, Maggie	Director, Metadata Strategies	University of Rochester	MBA, Georgetown	Adjunct Lecturer
Elza, Ryan	Vice President, Innovation and Technology	Volunteers of America National	MPS, Technology Enterpreneurship and Corporate Innovation	Adjunct Lecturer
Haspo, Beatriz	Collections Officer	Library of Congress	MA, Museology, Centro Universitario Lisboa	Adjunct Lecturer
Hung, Eric	Executive Director	Music of Asian American Research Center	PhD, Musicology, Stanford University	Adjunct Lecturer
Levy, Evan	Partner	Integral Data LLC	BS, Electrical Engineering, Duke University	Adjunct Lecturer
Malafsky, Geoffrey	President and Chief Scientist	SafeHaven LLC	PhD, Chemistry, Pennsylvania State University	Adjunct Lecturer
Menelly, Daniel	Chief Executive Officer	DoSeum	BS, Biology, Fairfield University	iLEAD
Martin, Jonathan	Co-Artistic Director	Smoke & Mirrors Collaborative	MFA, Acting, NYU	Adjunct Lecturer
Maser, Beth	President	History Associates Incorporated	MLIS, University of Wisconsin-Milwaukee	iLEAD
Panzer, Rich	Senior Digital	United States	MS, Information	Adjunct Lecturer

	Product Manager	Pharmacopeial Convention	Technology, Rochester Institute of Technology	
Patrick, David	Microsoft Technical Specialist	DSA	MS, Information Technology, Towson University	Adjunct Lecturer
Patrick, Matthew	Computer Scientist	Army Futures Command	MS, Human-Computer Interaction, University of Maryland	Adjunct Lecturer
Prakhye, Michael	Chief Information Security Officer	Adventist HealthCare	MS, Cybersecurity, UMGC	Adjunct Lecturer
Quader, Faisal	President	Technuf	PhD, Cybersecurity and Data Science, UMBC	Adjunct Lecturer
Sar, Kanitha	Managing Director, Cybersecurity Practice	Ernst & Young	MBA, University of Maryland	iLEAD
Shah, Arjav	IT Project Manager	US Department of Homeland Security	MS, Engineering Management, UMBC	Adjunct Lecturer
Shahbazi, Elia	Computational Neuroscience Researcher	National Institutes of Health	PhD, Computer Science, University of Notre Dame	Adjunct Lecturer
Smith, Natalie Buda	Director, Digital Strategy	Library of Congress	Master of Art and Design, NC State University	Adjunct Lecturer
Tibbits, Nate	Senior Vice President, Global Government Affairs	Qualcomm	MBA, University of Maryland	iLEAD

Appendix I: Assessment and Quality Assurance

Part I: Learning Outcomes Assessment

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

Rubric for DInfSci Outcome 1

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

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

Criterion for review of student work	**Descriptions of levels of student performance**			
	Advanced	**Proficient**	**Beginning**	**Unacceptable**
Synthesize and assess majors laws and policies affecting information institutions and the role of politics in shaping the activities of information institutions.	Demonstrates a sophisticated and critical synthesis of major laws and policies; clearly articulates nuanced relationships between political forces and institutional activities. Connects theory and practice with insight, offering original or particularly well-supported interpretations.	Accurately summarizes and explains major laws and policies; appropriately identifies the influence of political contexts on institutional activities. Connections to practice are clear but may lack deeper critical insight.	Identifies some major laws and policies but shows limited synthesis or critical engagement. Political influences are mentioned but connections are surface-level or inconsistently applied to institutional activities.	Fails to identify key laws, policies, or political factors. Displays major inaccuracies or misunderstandings, and makes little or no connection to the activities of information institutions.
Analyze and craft institutional policies for information institutions.	Thoughtfully analyzes institutional needs and external constraints; crafts detailed, feasible, and contextually appropriate policies demonstrating both strategic insight and practical awareness.	Analyzes institutional needs and drafts coherent policies that are generally appropriate and workable, though they may be somewhat basic or lack strategic depth.	Attempts to analyze institutional needs but does so superficially; policy proposals are underdeveloped, impractical, or fail to account for important constraints or needs.	Shows little to no understanding of institutional needs. Policy proposals are missing, irrelevant, or fundamentally flawed in conception or execution.

Rubric for DInfSci Outcome 2

Articulate the values of community engagement in real-world organizations

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

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

Rubric for DInfSci Outcome 3

Produce organizational management deliverables that are universally usable

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

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

Rubric for DInfSci Outcome 4

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

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

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

Rubric for DInfSci Outcome 5

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

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

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

Part II: Quality Assurance

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

Administration of Online Programs

OLC Quality Scorecard Suite

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

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

Institutional Support

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

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

Technology Support

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

Course Development and Instructional Design

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

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

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

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

NOTES

Teaching and Learning

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

Faculty Support

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

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

	selection and use of new tools.	
	SUBTOTAL (out of 27)	
NOTES		

Learner Support

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

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

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

Evaluation and Assessment

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

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

Scorecard Summary

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

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

CC BY NC SA

UNIVERSITY SENATE | TRANSMITTAL | #25-26-03

Senate Programs, Curricula, & Courses Committee

Discontinue the Master of Fine Arts in Performance (Senate Document #25-26-03)

PRESENTED BY	**Meredith Gore, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – August 19, 2025 | SENATE – September 11, 2025**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	**Senate, President, USM Chancellor, and the Maryland Higher Education Commission**

ISSUE

The College of Arts and Humanities's School of Theatre, Dance, and Performance Studies proposes to discontinue its Master of Fine Arts in Performance. This program has been inactive since 2013 but is still on the university's list of official programs (known as the Academic Program Inventory) that is maintained by the Maryland Higher Education Commission (MHEC). MHEC requires a formal proposal to discontinue the program in order to have it removed from the inventory.

The proposal was approved by the Graduate School PCC committee on April 25, 2025, and the Senate Programs, Curricula, and Courses committee on May 2, 2025.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the proposal to discontinue this program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 2, 2025. No presentation was required because the program has been inactive for more than a decade.

ALTERNATIVES

The Senate could decline to discontinue this program.

RISKS

If the Senate declines to approve this program discontinuation, the program will continue to remain on the university's academic program inventory even though there are no students in the program.

FINANCIAL IMPLICATIONS

There are no financial implications for discontinuing programs that have been inactive for several years.

384: PERFORMANCE (MFAP)

In Workflow

1. D-TDPS Curriculum Manager (smille13@umd.edu)
2. D-TDPS PCC Chair (smille13@umd.edu)
3. D-TDPS Chair (jbradbur@umd.edu)
4. ARHU Curriculum Manager (myuen@umd.edu; audran@umd.edu; malucas@umd.edu; qtmills@umd.edu)
5. ARHU PCC Chair (myuen@umd.edu; malucas@umd.edu; audran@umd.edu; qtmills@umd.edu)
6. ARHU Dean (myuen@umd.edu; audran@umd.edu; qtmills@umd.edu)
7. Academic Affairs Curriculum Manager (mcolson@umd.edu)
8. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
9. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
10. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
11. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
12. University Senate Chair (mcolson@umd.edu)
13. President (mcolson@umd.edu)
14. Chancellor (mcolson@umd.edu)
15. MHEC (mcolson@umd.edu)
16. Provost Office (mcolson@umd.edu)
17. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Tue, 25 Feb 2025 15:43:35 GMT
   Susan Miller (smille13): Approved for D-TDPS Curriculum Manager
2. Tue, 25 Feb 2025 15:50:04 GMT
   Susan Miller (smille13): Approved for D-TDPS PCC Chair
3. Tue, 25 Feb 2025 21:14:34 GMT
   Jill Bradbury (jbradbur): Approved for D-TDPS Chair
4. Thu, 06 Mar 2025 22:12:05 GMT
   Betsy Yuen (myuen): Approved for ARHU Curriculum Manager
5. Thu, 06 Mar 2025 23:21:31 GMT
   Melissa Lucas (malucas): Approved for ARHU PCC Chair
6. Fri, 07 Mar 2025 00:46:39 GMT
   Audran Downing (audran): Approved for ARHU Dean
7. Fri, 11 Apr 2025 18:51:47 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
8. Mon, 28 Apr 2025 16:37:26 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
9. Mon, 28 Apr 2025 16:41:11 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
10. Mon, 28 Apr 2025 18:10:22 GMT
    Stephen Roth (sroth1): Approved for Dean of the Graduate School
11. Fri, 02 May 2025 18:30:07 GMT
    Wendy Stickle (wstickle): Approved for Senate PCC Chair

History

1. Sep 16, 2019 by aambrosi
2. Oct 18, 2019 by William Bryan (wbryan)

Program Inactivation Proposal

Date Submitted: Tue, 25 Feb 2025 15:43:08 GMT

Viewing: 384 : Performance (MFAP)
Last approved: Fri, 18 Oct 2019 18:08:42 GMT
Last edit: Tue, 25 Feb 2025 15:43:07 GMT

Changes proposed by: Susan Miller (smille13)

Final Catalog

2024-2025

Suspension or Discontinue

DISC

Explain the reason for discontinuing the program.

The program has been inactive since September 2013 due to lack of resources.

Indicate how many students are currently in the program. How will these students be accommodated so that they can finish the program?

There are no currents currently enrolled in the MFAP theatre performance program.

Program Name

Performance (MFAP)

Program Status

Active

Effective Term

Spring 2025

Catalog Year

2024-2025

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department
School of Theatre, Dance & Performance Studies

Colleges

College
Arts and Humanities

Program/Major Code

MFAP

MHEC Inventory Program

Performance

CIP Code

500599 - Dramatic/Theatre Arts and Stagecraft, Other.

HEGIS

100703

Degree(s) Awarded

Degree Awarded
Master of Fine Arts

Program and Catalog Information

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

M.F.A. in Performance applicants must provide CV; One page statement of goals in relation to your creative and research interests; teaching resume; video of introduction and creative work; and three letters of recommendation from professional directors, teachers or artistic collaborators. Callbacks are held in February.

The MFA in Performance is currently on hiatus. Please contact the School of Theatre, Dance, and Performance Studies regarding future recruitment.

New Program Information

Mission and Purpose

Program Characteristics

Faculty and Organization

Resource Needs and Sources

Reviewer Comments

Michael Colson (mcolson) (Mon, 07 Apr 2025 15:17:48 GMT): (PCC Log Number 24076)

Key: 384

UNIVERSITY SENATE | TRANSMITTAL | #25-26-04

Senate Programs, Curricula, & Courses Committee

Establish a Master of Science in Marketing (Senate Document #25-26-04)

PRESENTED BY	**Meredith Gore, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – August 19, 2025 | SENATE – September 11, 2025**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	**Senate, President, USM Board of Regents, and the Maryland Higher Education Commission**

ISSUE

The Robert H. Smith School of Business proposes to establish a Master of Science in Marketing. The program is designed for students seeking in-depth knowledge and skills in core areas of marketing such as strategy, segmentation, targeting, and positioning, as well as marketing research, consumer insights, and analytics. The curriculum also provides practical training in the application of tools and technologies used to analyze customer and firm data.

The proposed program will provide a strong foundation in the fundamentals of marketing management while allowing students to tailor their experience through a wide selection of electives. Topics include brand management, pricing strategy, innovation and product development, and marketing in the age of AI. Graduates of the program will be equipped for roles in marketing management, market research, brand strategy, and digital marketing analytics.

The program aligns with the Smith School's strategic plan and mission by expanding access to high-quality, specialized business education and by enhancing the School's graduate portfolio. It also supports institutional priorities of offering innovative, interdisciplinary, and experiential learning opportunities.

The program will be a 30-credit, non-thesis program, consisting of 12 credits of required courses and 18 credits of electives. The program is expected to enroll approximately 25-40 students annually and is structured so that it may be completed in one or two years. The program will be offered in both in-person and online modalities.

The program will be self-supported through tuition revenue. Existing faculty and administrative infrastructure within the Smith School are sufficient to support the program. No new resources are requested.

The proposal was approved by the Graduate School PCC committee on April 25, 2025, and the Senate Programs, Curricula, and Courses committee on May 2, 2025.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 2, 2025. Michael Trusov and Michael Marcellino, from the Robert H. Smith School of Business, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve the new program, the University would miss an opportunity to build on its strengths in business education and respond to strong student and employer demand for graduate training in marketing.

FINANCIAL IMPLICATIONS

There are no significant financial implications. The program will be supported by tuition revenue and delivered using existing instructional and administrative resources within the Smith School.

986: MARKETING (MSM)

In Workflow

1. BMGT PCC Chair (bhorick@umd.edu; mmarcell@umd.edu)
2. BMGT Dean (welmaghr@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
5. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
6. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Board of Regents (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Thu, 20 Mar 2025 06:58:21 GMT
   Michael Marcellino (mmarcell): Approved for BMGT PCC Chair
2. Fri, 21 Mar 2025 02:06:59 GMT
   Wedad Elmaghraby (welmaghr): Approved for BMGT Dean
3. Fri, 11 Apr 2025 18:52:22 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Mon, 28 Apr 2025 16:36:19 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
5. Mon, 28 Apr 2025 16:41:36 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
6. Mon, 28 Apr 2025 18:12:19 GMT
   Stephen Roth (sroth1): Approved for Dean of the Graduate School
7. Fri, 02 May 2025 18:31:04 GMT
   Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 20 Mar 2025 06:57:19 GMT

Viewing: 986 : Marketing (MSM)

Last edit: Mon, 23 Jun 2025 19:44:22 GMT

Changes proposed by: Michael Marcellino (mmarcell)

Program Name

Marketing (MSM)

Program Status

Proposed

Effective Term

Fall 2025

Catalog Year

2025-2026

Program Level

Graduate Program

Program Type

Master's

Delivery Method

On Campus

Departments

Department
The Robert H. Smith School of Business

Colleges

College
The Robert H. Smith School of Business

Degree(s) Awarded

Degree Awarded
Master of Science

Proposal Contact

BMGT: Mike Marcellino and Yogesh Joshi

Proposal Summary

The Robert H. Smith School of Business (Smith) is proposing a new program to offer a Master of Science in Marketing (MSM). As defined by the American Marketing Association, marketing is "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." The MSM is a degree program for students who want cutting-edge knowledge and skills in all aspects of marketing including strategy, consumer insights, and tactics. The program provides an in-depth understanding of marketing strategy, segmentation, targeting, and positioning, and appropriate tactics related to the product, promotion, place, and pricing of products and services. It is suitable for students with backgrounds in both qualitative (e.g., social sciences, humanities) and quantitative (e.g., mathematics, statistics, engineering, etc.) disciplines who wish to adapt and apply their skills to marketing.

(PCC Log Number 24085)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

Marketing strategy is rooted in identifying and understanding various customer segments, choosing segments to target, and positioning product offerings to differentiate them in the marketplace. The program imparts vital knowledge and skills for effective marketing management in business. Knowledge and skills will be built in topic areas of: segmentation, targeting, and positioning, consumer behavior, innovation and product development, distribution channels, brand management, marketing research, marketing communications, and pricing. Additional knowledge and skills will be built in the application of tools to analyze relevant customer and firm data and the role new technologies play in marketing management.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

Course	Title	Credits
Core Requirements		
BUMK6XX	Course BUMK6XX Not Found (Marketing Foundations)	3
BUMK6XX	Course BUMK6XX Not Found (Marketing Research)	3
BUMK6XX	Course BUMK6XX Not Found (Marketing Strategy)	3
BUMK6XX	Course BUMK6XX Not Found (Consumer Behavior)	3
Electives		18
Total Credits		**30**

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Fall Year 1 (10 cr):

Full Semester:
Marketing Foundations (3 cr)
Marketing Research (3 cr)

Term A:

Elective 1 (2 cr)

Term B:
Elective 2 (2 cr)

Spring Year 1 (10 cr):

Full Semester:
Marketing Strategy (3cr)
Consumer Behavior (3 cr)

Term C:
Elective 3 (2 cr)

Term D:
Elective 4 (2 cr)

Fall Year 2 (10 cr):

Term A:
Elective 5 (2 cr)
Elective 6 (2 cr)
Elective 7 (2 cr)

Term B:
Elective 8 (2 cr)
Elective 9 (2 cr)

Total: 30 credits

Students who wish to accelerate the program and graduate in one academic year can explore adding electives in the first year to reach 30 credits.

Sample Electives:
Brand Management
Customer Lifetime Valuation
Business Policies and Ethics
Pricing Strategy
Innovation and Product Development
Digital Promotion and Advertising
Marketing in the Age of AI
Marketing Analytics for Consulting
Retail Analytics
Customer Relationship Development
Platform Strategy & Transformation

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

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

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The MSM exemplifies core elements of University of Maryland's Strategic Plan. The program reimagines learning by adopting innovative teaching methods, including experiential and interdisciplinary learning. Further, the MSM aligns with the Smith School's guiding principle that "everybody's business" taking on our responsibility and opportunity to deliver accessible business education to all UMD students. The program aligns with the Smith School's mission to provide a transformational and integrative learning experience.

Program Characteristics

What are the educational objectives of the program?

- Ensuring a solid grasp of the core principles of marketing, consumer behavior, and marketing research.
- Empowering students to develop and execute innovative marketing strategies through enhanced strategic and critical thinking skills.
- Equipping students with the skills to collect, manage, analyze, and visualize data, thereby enabling them to solve complex marketing problems.

- Developing advanced verbal and written communication skills to effectively present marketing analyses in a business context.
- Preparing students to apply their knowledge and skills in real-world settings to make a tangible impact on business and society

Describe any selective admissions policy or special criteria for students interested in this program.

Applicants will apply to the University of Maryland Graduate School and must have completed all of the requirements for a baccalaureate degree prior to acceptance. All applicants must submit the following: a) transcripts from all undergraduate and graduate institutions they have been previously attended; b) a complete online application form that includes a written essay articulating qualifications and motivation for pursuing advanced education; c) a letter of recommendation from supervisors or from professors competent to judge the applicant's probability of success in graduate school; and d) a current professional resume. After initial screening, the Smith School Admissions Office may select candidates for interviews which may be done in person or by telephone. Proof of English language proficiency (TOEFL or IELTS official scores) is also required unless the applicant has received an undergraduate or graduate degree from a select list of countries. For international students requiring an F1 visa, a completed certification of finance form and supporting financial documentation are required.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

"https://www.rhsmith.umd.edu/about/strategic-plan
In 2022, the Robert H. Smith School announced their Strategic Plan and the MSM aligns with three of the four pillars. The MSM program focuses on addressing employer needs and market preferences, as directed by Pillar 1, "Reimagining Learning, Curricula and Programs." The MSM aligns with Pillar 3, "Investing in People and Communities" by attracting and developing business skills in students across disciplines including engineering, psychology, arts and humanities. Finally, the success of the MSM will strengthen the portfolio of MS programs offered by the Smith School and address Pillar 4, "Build a Solid Foundation for Financial and Operational Health."

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Other

Indicate whether relevant offices, such as the Registrar's Office and International Scholar and Student Services, have been notified and support the program. Non-standard terms need to fit within the University's scheduling system calendar, and non-standard terms need to work with international student visa requirements.

The proposed term schedule will match the current format of existing Master's programs at the Smith School. The new program will not alter current format, calendar, or academic terms which are already in use and vetted by Registrar and ISSS.

Term Structure. Describe 1) the proposed term structure for this program, and 2) rationale for this term structure.

This program will use the semester calendar but will offer courses in a non-standard time frame that splits the semester in half (1st and 2nd terms), similar to the current Smith Master's program structure.

For Master's degree programs, describe the thesis requirement and/or the non-thesis requirement.

This Master's degree does not provide a thesis option. Student will follow the non-thesis option which requires all students to complete 30 credits, 12 of which are core and the remaining credits are electives. These electives may be bundled into different specializations as the market demands shift.

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

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

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

All required and recommended courses will be offered within the Smith School. The MSM will add to the portfolio of MS programs offered by the Smith School. Where space allows, students will be able to take electives offered by other programs within the Smith School and have the opportunity to take up to 6 credits from outside the Smith School with the approval of the Academic Director. It is not expected that this program will cannibalize the MSMA since that is a more analytics-based program.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The Smith School is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world. Maryland Smith's Dean often sits on committees and task forces within AACSB and faculty and staff contribute and

participate in AACSB affinity groups and conferences. Maryland Smith is also regionally accredited through MHEC - the Maryland Higher Education Commission.

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

Not applicable. All aspects of the program from admissions to academic programming to career advising will be provided by the Smith School. While the program will reach out to local companies and institutions for guest speakers, internship opportunities, experiential learning projects, and job placement, no particular relationship is pivotal to the success of the program.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

A faculty member from Smith would be named as Academic Director of the MSM program to provide oversight for all aspects of the program.

Indicate who will provide the administrative coordination for the program

The Academic Director in collaboration with the Masters Programs Office at Smith will provide administrative coordination.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

The collections assessment has been conducted and the assessment by the University Library is attached.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The implementation of the new program will require some additional classroom usage in the Van Munching Hall. The program can be implemented within existing resources and equipment.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

There will be some content overlap with the existing Master of Science in Marketing Analytics program offered at Smith. Some courses will be entirely new, while others already exist or can be taught as specialized sections of existing courses. Overall, we expect on average an additional load of 16-20 credit hours per year to be generated by the new program. This will also bring an additional 16-20 credit hour grading assistance by GAs. These costs are expected to be supported by tuition revenue from the program.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

Advising of the students will be done mainly by the program director with the help of a program advisor from the Smith Masters Programs Office. Administration of the program will be done by the program director together with administrative staff at the Smith Masters Program Office. These costs are expected to be supported by tuition revenue from the program.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding. Please click on the help bubble for financial table templates.

Please see attachments for the financial plan of this program

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The establishment of the MSM will expand educational opportunities for students across various disciplines and for educationally disadvantaged students at institutions of higher education. This program is designed to continuously adapt to the fast-changing business environment and the role of marketing within that changing environment. The advanced knowledge gained will provide opportunities for students to pursue career pivots and advancement. This program will also meet the needs of the current undergraduate students at the university who are interested in pursuing additional educational credentials at the masters level.

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

The market demand analysis for MS in Marketing provides a promising picture of the increasing demand for marketing professionals in various sectors. According to Hanover Research, a 2023 survey from the Graduate Management Admission Council (GMAC) showed a consistent demand for the master's in marketing program between 2013 and 2022. The same report projected that employment in marketing-related occupations would grow faster than the average of all occupations in each geography. This report also noted a surge in demand from women for a master's in marketing degree, with a higher increase in the number of female applications. A survey of UMD undergraduate students revealed a strong interest in a master's program with topics such as product development, social media, and branding. Our program can satisfy this demand for graduate education at the local and regional level, and serve as a vital contributor to bridging the widening gap between supply and demand for marketing expertise in Maryland and the wider DMV area. We currently anticipate steady-state enrollment of approximately 25 students per year.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplication of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operating in the state. Please click on the help bubble for specific information on finding similar programs within the state.

The following four universities in the area currently offer MS programs in marketing:

Johns Hopkins (Carey)
Program: Master of Science in Marketing
https://carey.jhu.edu/programs/master-science-programs/ms-marketing-full-time

American (Kogod)
Program: MS in Marketing
https://kogod.american.edu/programs-admissions/masters/marketing

Georgetown
Program: Master's in Integrated Marketing Communications
https://scs.georgetown.edu/programs/410/master-of-professional-studies-in-integrated-marketing-communications/

Towson University
Program: Marketing Intelligence (M.S.)
https://www.towson.edu/cbe/departments/marketing/grad/intelligence/

Our program will stand out through its strong faculty expertise and research impact in the marketing discipline, ensuring a cutting-edge curriculum grounded in practical insights. With a large undergraduate base interested in pursuing graduate studies, UMD currently lacks a graduate program that provides broad based training in marketing, meeting a demand within our student body. By emphasizing experiential learning and aligning with industry needs, the program will equip students with practical skills highly relevant to today's market. This distinct focus will minimize overlap with existing programs while addressing an unmet demand for specialized expertise in our state.

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

We did not find an equivalent program being offered by Maryland HBIs.

Supporting Documents

Attachments

MS in Marketing - Faculty List .docx
Financial Plan_MS Marketing.pdf
Collection Assessment_Marketing_MS_Post_BA.docx
Appendix 5 MS Marketing Sample Electives with Course Numbers.pdf
Appendix 1 MS Marketing Learning Outcomes Assessment_updated 42825.pdf

Key: 986

MS Marketing Learning Outcomes Assessment

Learning Outcomes:

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

Assessment:

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

Faculty Information

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

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

Mary Beth Furst	EdD Entrepreneurial Leadership Johns Hopkins University	Associate Area Chair, Marketing Clinical Professor	Marketing Foundations Marketing Strategy Consumer Behavior Business Communications Brand Management Business Policies and Ethics Innovation & Product Development Developing Customer Relationships (Sales)
Jason Choi	PhD, Marketing Columbia University	Assistant Professor	Data Analysis/Stats
Bruno Jacobs	PhD, Erasmus University Rotterdam	Assistant Professor	Marketing Research
Yogesh Joshi	PhD, Wharton School of Business, University of Pennsylvania	Professor	Data Analysis/Stats Innovation & Product Development Pricing
PK Kannan	PhD in Management, Purdue University	Associate Dean for Strategic Initiatives Dean's Chair in Marketing Science	Customer Lifetime Valuation
Liye Ma	PhD, Carnegie Mellon University	Associate Professor	Marketing in the Age of AI
Dan McCarthy	PhD, Statistics, Wharton School of Business, University of Pennsylvania	Associate Professor	Customer Lifetime Valuation
Wendy Moe	PhD Wharton School of Business, University	Dean's Professor of Marketing	Business Policies and Ethics

	of Pennsylvania		Marketing in the Age of AI
Rebecca Ratner	PhD Social Psychology Princeton University	Dean's Professor of Marketing	Consumer Behavior
Christine Schaaf	MS in Marketing Johns Hopkins University	Faculty Director, SBLF Lecturer, Management & Organization and Marketing	Business Communications for Marketing Managers
Michel Wedel	PhD, Marketing, University of Wageningen	Distinguished University Professor PepsiCo Chair in Consumer Science	Marketing Analytics for Consulting
Jie Zhang	PhD in Marketing, Kellogg School of Management, Northwestern University	Dean’s Professor of Marketing Harvey Sanders Fellow of Retail Management	Marketing Analytics for Consulting Retail Analytics
Bobby Zhou	PhD in Marketing Duke University	Associate Professor	Pricing

MS Marketing

TABLE 1: RESOURCES

Resources Categories	Year 1 [1]	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$ -	$ -	$ -	$ -	$ -
2. Tuition/Fee Revenue (c+g below)	$ 1,388,813	$ 1,716,572	$ 2,357,426	$ 2,428,149	$ 2,500,993
a. #FT Students	25	30	40	40	40
b. Credit Hour Rate*	$ 1,852	$ 1,907	$ 1,965	$ 2,023	$ 2,084
c. Annual Credit Hours	$ 30	$ 30	$ 30	$ 30	$ 30
d. Annual Fee Rate	$ 55,553	$ 57,219	$ 58,936	$ 60,704	$ 62,525
3. Grants, Contracts, & Other Extern	$ -	$ -	$ -	$ -	$ -
4. Other Sources	$ -	$ -	$ -	$ -	$ -
TOTAL (Add 1 - 4)	**$1,388,813**	**$1,716,572**	**$2,357,426**	**$2,428,149**	**$2,500,993**

Assumes 3% inflation in Credit Hour Rate.

*Weighted average of in-state and out-of-state tuition

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$532,000	$547,960	$564,399	$581,331	$598,771
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	$400,000	$412,000	$424,360	$437,091	$450,204
c. Total Benefits	$132,000	$135,960	$140,039	$144,240	$148,567
2. Admin. Staff (b+c below)	$133,000	$136,990	$141,100	$145,333	$149,693
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$100,000	$103,000	$106,090	$109,273	$112,551
c. Total Benefits	$33,000	$33,990	$35,010	$36,060	$37,142
3. Total Support Staff (b+c below)	$93,100	$95,893	$98,770	$101,733	$104,785
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$70,000	$72,100	$74,263	$76,491	$78,786
c. Total Benefits	$23,100	$23,793	$24,507	$25,242	$25,999
4. Teaching Assistants (b+c)	$13,500	$13,500	$13,500	$13,500	$13,500
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Stipend	$4,500	$4,500	$4,500	$4,500	$4,500
c. Tuition Remission	N/A	N/A	N/A	N/A	N/A
d. Benefits	N/A	N/A	N/A	N/A	N/A
5. Program Director Supplement	$15,000	$15,450	$15,914	$16,391	$16,883
6. Student Services	$111,105	$137,326	$188,594	$194,252	$200,079
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Marketing	$100,000	$100,000	$100,000	$100,000	$100,000
9. Recruiting & Admissions	$50,000	$75,000	$75,000	$75,000	$75,000
10. Career Services	$75,000	$75,000	$75,000	$75,000	$75,000
11. Student Aid	$166,658	$205,989	$282,891	$291,378	$300,119
12 Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 8)	**$1,289,363**	**$1,403,107**	**$1,555,167**	**$1,593,917**	**$1,633,829**
resources - expenditures	$99,450	$313,465	$802,259	$834,232	$867,164

Benefits %	0.33
Inflation	1.03

[1] beise:
Resources should match expenditures since we are not asking the state for additional funding, so use the "reallocated" line to match them. Indentify the source, if any, of the reallocated resources.

DATE: February 26, 2025

TO: Caroline Lukich, Director Graduate Program Office
Mike Marcellino, Assistant Dean of MBA & MS Programs
Prof. Yogesh Joshi, Marketing Department
Robert H. Smith School of Business (Smith)

FROM: On behalf of the University of Maryland Libraries:
Zaida M. Díaz, Business and Economics Librarian
Kapil Vasudev, Collection Development Strategies Librarian
Maggie Saponaro, Director, Collection Development Strategies
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services and Interim Dean of Libraries

RE: Library Collection Assessment for Four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus:
BMGT 986: Master of Science in Marketing (MSM) (on-campus)
BMGT 987: Master of Science in Marketing (MSM) (online)
BMGT 988: Marketing Certificate (on-campus)
BMGT 989: Marketing Certificate (online)

We are providing this assessment in response to a proposal by the Office of Graduate Programs and MBA and MS Programs in The Robert H. Smith School of Business (Smith) to create four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and In-Person: BMGT 986: Master of Science in Marketing (MSM) (on-campus); BMGT 987: Master of Science in Marketing (MSM) (online); BMGT 988: Marketing Certificate (on-campus) and BMGT 989: Marketing Certificate (online). The Program Directors asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of these proposed programs.

This collection assessment does not intend to provide a comprehensive list of resources, but rather aims to highlight a wide-range of relevant resources that address the specific educational objectives of the proposed four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus programs. Furthermore, the resources included in this assessment letter overlap among all four (4) certificate and MS programs, as they all cover the same research content needed, among them: core principles of marketing, consumer insights and behavior, and marketing research, strategy and analysis, as well as data tools for marketing problem-solving.

Serials Publications

As noted, since two of the proposed programs will be offered online, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals — almost all in online format that focus on marketing. Many of these are top ranked journals by the **Journal Citation Reports*, in terms of research impact and are widely recognized in the fields of marketing research, business analytics, marketing analytics and consumer behavior. In cases in which the Libraries do not subscribe to highly ranked journals or any other articles in journals that we do not own, they likely will be available through our Interlibrary Loan/Document

Delivery Services. *Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Most likely course assignments will rely upon online journals containing the latest cutting-edge research in a wide range of areas relevant to the proposed Master of Science in Marketing (MSM) and Marketing Certificate (online and on-campus) programs. Following is a partial list of the top-ranked journals in marketing that are listed in the business/marketing category in the Social Sciences Edition of *Journal Citation Reports**, most of which are available online, and in full-text:

- ***Journal of Marketing***: JM publishes articles representing the entire spectrum of research in marketing, ranging from analytical models of marketing phenomena to descriptive and case studies.

- ***Journal of Consumer Research***: A scholarly journal, JCR focuses on research to explain and describe consumer behavior. JCR is interdisciplinary, publishing in topics such as psychology, marketing, sociology, economics, communications, and anthropology.

- ***Journal of Marketing Research***: JMR publishes articles representing the entire spectrum of research in marketing, ranging from analytical models of marketing phenomena to descriptive and case studies.

- ***Journal of the Academy of Marketing Science***: JAMS is a scholarly journal published quarterly on the topic of marketing research. Occasionally, JAMS publishes special issues devoted to a theme of major significance.

- ***Journal of Supply Chain Management***: JSCM focuses on strong contributions to supply chain management theory. This contribution can occur through an inductive, theory-building process or a deductive, theory-testing approach.

- ***Journal of Public Administration Research & Theory*** The journal is multidisciplinary and includes within its scope organizational, administrative, managerial, and policy-based research that improves our understanding of the public sector.

- ***Marketing Science*** This journal's primary focus is on articles that answer important research questions in marketing using mathematical modeling, covering topics such as advertising, buyer behavior, competitive strategy, marketability, and more.

- ***Journal of Retailing*** Using an economic or behavior approach, articles in the journal study all aspects of retailing, its management, evolution, and current theory.

- ***Journal of Consumer Psychology*** The official journal of the Society for Consumer Psychology, JCP publishes empirical articles on the topics of consumer judgment and decision processes, consumer needs, attitude formation and change, reactions to persuasive communications, consumption experiences and more.

- ***Journal of World Business*** The JWB publishes articles on human resources management, ethics, social responsibility and sustainability, innovation, technology and entrepreneurship and more, with a focus on international research.

Databases (with Full-Text Availability)

The Libraries' *Database Finder* (https://lib.guides.umd.edu/az.php) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases and/or publisher collections cover subject areas relevant to the proposed Master of Science in Marketing (MSM) and Marketing Certificate (online and on-campus) programs. In many, and likely in most cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (https://www.lib.umd.edu/find/ill).

For Peer-Review Articles, Case Studies, Survey and Data Analysis

- ***Academic Search Ultimate (EBSCOhost)*** Multi-disciplinary database providing information for nearly every area of academic study. Includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books. Multidisciplinary subjects including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language & linguistics, arts & literature, medicine, ethnic studies.

- ***Business Source Complete (EBSCOhost)*** Contains articles from thousands of newspapers, trade publications, such as the Harvard Business Review and other major key business magazines in all disciplines of business, including economics. Additional full text, non-journal content includes financial data, books, monographs, major reference works, book digests, conference proceedings, case studies, investment research reports, industry reports, market research reports, country reports, company profiles, SWOT analyses and more.

- ***Communication & Mass Media Complete (EBSCOhost*)** provides the most robust, quality research solution in areas related to communication and mass media. *CMMC* incorporates the content of *CommSearch* (formerly produced by the National Communication Association) and *Mass Media Articles Index* (formerly produced by Penn State) along with numerous other journals in communication, mass media, and other closely-related fields of study to create a research and reference resource of unprecedented scope and depth encompassing the breadth of the communication discipline.

- ***Factiva*** Full-text access to over 8,000 business sources including the Wall Street Journal and many other national and international newspapers, magazines, wire services, websites, and industry (trade) sources. Covers business news articles in a wide range of topic areas: companies, industries, markets, products, brands, and general financial articles.

- ***Informs and INFORMS Journals Archive (1952-1997)*** Includes collection of highly-ranked journals from the Institute for Operations Research and the Management Sciences is an international society for practitioners in the fields of operations research, management science, and analytics. Established in 1995 with the merger of the Operations Research Society of America and The Institute of Management Sciences.

- ***JSTOR Arts and Sciences IV*** Electronic archive of core journals in the humanities, social sciences, and sciences. Includes complete runs of journals with full-text of all articles published from volume 1, issue 1. Please note, most journals have a "moving wall" (time lag) of three to

five years between the most current issue published and content available on JSTOR. Coverage spans the humanities, sciences, and social sciences.

- ***Nexis Uni*** Covers business topics from local, regional and national newspapers, some trade publications, business magazines, SEC filings, some reference sources, key accounting sources, legal information as well as SWOT analysis.

- ***Psychology and Behavioral Sciences Collection (EBSCOhost)*** It is the world's largest full text psychology database offering full text coverage for nearly 400 journals covering topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods.

- ***Sage Collection***

  Sage Knowledge: Includes an expansive range of SAGE eBook and eReference content, including scholarly monographs, reference works, handbooks, series, professional development titles.

  Sage Business Cases (Alternate Name(s) SAGE Business Cases Complete): Digital collection of over 4,850 interdisciplinary business cases from over 120 countries. Includes subjects such as entrepreneurship, accounting, healthcare management, leadership, social enterprise, and more.

  Sage Reference Collection (Alternate Name(s) Credo Reference): Online versions of published reference works from SAGE. A great place to begin your research.

  Sage Video: Streaming video content in such areas as Business and Management, Counseling and Psychotherapy, Criminology and Criminal Justice, Education, Media, Political Science, Psychology, and Sociology. All videos are fully citable with searchable transcripts, custom clip creation and embedding. Videos include Documentaries, Films, Case studies, Tutorials, Interviews, and more.

  Sage Campus: Designed to teach academic skills, often not covered in class, that are needed to conduct and publish professional research and ensure a successful academic career. Includes modules on topics ranging from information literacy, collecting and managing data, and planning and publishing research.

  Sage Business Foundations: Business Foundations covers key and emerging theories to help students understand and apply different approaches to problem solving in the modern business environment.

  Sage Research Methods: Designed to teach research methods, design research projects, understand or identify new methods, conduct research, and write up findings. Includes collection of case studies, teaching datasets, and video to offer real world applications and hands-on practice for hundreds of qualitative and quantitative research methods.

  Sage Skills: Business: Covers over 850 topics across five modules: Data Analytics, Entrepreneurship, Leadership, Organizational Communication, and Professionalism. Includes interactive self-assessments, virtual scenarios, downloadable data, and expert insights.

  Sage Skills: Student Success: Interactive digital resource featuring the work of a diverse set of academic experts to help undergraduates build confidence and gain essential skill sets for academic and personal success. Includes videos, self-assessment, audio summaries, and virtual scenarios.

- ***Science Direct (Elsevier)*** Peer-reviewed, full text database containing electronic book and journal titles covering the fields of science, technology and medicine. In addition to keyword searches, the image search and value added content associated with the publication can be found in the form of audio, video and datasets. Extensive coverage of the physical and biological sciences, significant numbers of journals in the social sciences, and some journals in the humanities. ***Elsevier SD Freedom Collection Journals [SCFCJ]*** The Elsevier ScienceDirect Freedom Collection Journals (SCFCJ) is a collection of journals that provides access to full-text articles. It's part of the ScienceDirect platform, which offers peer-reviewed literature.

For Industry and/or Consumer Behavior, Data and Country Analysis, and Data Mapping

- ***Data Planet*** Includes over 550 source databases from over 90 data providers in 16 subject categories ranging from Criminal Justice and Law Enforcement to Banking, Finance, and Insurance, as well as Education, Agriculture, Labor and Employment, Health and Vital Statistics, and Population and Income.

- ***EIU ViewPoint*** (formerly: EIU ViewsWire) is the world's most comprehensive source of global forecasts, market trends, data and analysis, in over 200 countries. The service is relied upon by analysts and strategists across business, government, finance and academia to provide unrivaled insight into how the world's political, economic and policy landscape is changing. Covers different disciplines: Economics, Business, Political Science and Law.

- ***IBISWorld*** Provides Industry market research reports on U.S. industries, US Specialized Industries, China Industries, Global Industries, U.S. Risk Ratings, and U.S. Business Environment Profiles.

- ***Mintel Consumer Intelligence Reports*** Provides full-text reports on a wide range of market research studies, analyzing market sizes and trends, market segmentation, consumer attitudes and purchasing habits, opportunities, weaknesses and the future of the market. The reports cover the United States and feature such industries as: food service, food, drink, pursuits/hobbies, travel, clothing/fashion, health/medical, beauty/personal, household, services, publishing, automotive, and e-commerce.

- ***MRI/Simmons Insights Platform*** Provides raw data dealing with the demographics and lifestyles of consumers and media audiences. Information includes consumer demographics, psychographics/lifestyles, product and brand usage, media preferences.

- ***Passport*** Provides comparable statistics for 205 countries on economic indicators, health, foreign trade, environment, lifestyle, industrial and agriculture output, communications and more. Also includes market size data for over 300 consumer products and services. It covers demographic trends, economic indicators, finance, foreign trade, health, labor force, industrial and agricultural production, environmental data, consumer expenditure patterns, retail sales, advertising and media patterns, consumer prices, household patterns, literacy rates, telecommunications, automotive and transport figures, travel and tourism, income and earnings potential. It also includes market size data for over 300 consumer products and services.

- ***PolicyMap*** Provides access to over 15,000 indicators related to housing, crime mortgages, health, jobs, demographics, and education from more than 150 authoritative public and proprietary sources. Data is cleaned and standardized and updated regularly. It uses basic GIS tools to create reports and maps.

- ***SimplyAnalytics*** Contains extensive data including demographic, historic census, business, health, real estate, housing, employment, consumer spending, and marketing (over 70,000 variables total). Users can create customized maps and reports; data is down to the census tract level. Data is available at the State, County, City, ZIP Code, Census Tract and Block Group level, including custom trade areas and the entire United States. Access limited to 5 concurrent users.

Monographs and eBooks

The Libraries regularly acquire scholarly monographs in all areas of business, art and art history, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for these programs likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books, or through online packages. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (https://www.lib.umd.edu/find/ill).

- ***EBSCO eBook Collection*** – A collection of e-texts covering topics in computer science, business, international relations, education, environmental science, psychology, and civil rights law and history.

- ***Gale Virtual Reference Library*** – Offers more than 85 reference sources including encyclopedias, almanacs, series and more. Provides access to more than 300 encyclopedias and selected industry-standard reference series. Including content from SAGE Reference, John Wiley & Sons, Cambridge University Press, Berkshire Publishing Group, Cartographica, Linworth and Gale imprints.

- ***Historical Encyclopedia of American Business*** (through Gale) – Covers the full breadth of American business history. Includes overviews on different sectors of the economy, individual industries, significant economic events, and general topics such as business cycles. labor strikes and outsourcing. There are also overviews on broad legal topics such as antitrust legislation, bankruptcy laws and patent laws. Also offers brief biographies of individual persons who have played exceptional roles in American business as well as information about individual companies, corporations, labor unions, and government agencies.

- ***Project Muse/UPCC Ebooks*** – Full-text access to thousands of books published by major university presses.

- ***ProQuest Ebook Central*** – Ebrary is a collection of thousands of online full textbooks and other materials in a variety of subject areas. In order to view, copy, or print you will need to install the ebrary Reader software.

- ***Sage Research Methods*** (or Sage Research Methods Online or SRMO or SRM Research Methods Online) – SRM is a large collection of books, reference books, videos, and datasets on social science research methods. It includes a methods map, project planning tool, and the notable "little green book" series (Quantitative Applications in the Social Sciences) and the "little blue

book" series (Qualitative Research Methods) in full text. SRM also includes the Practical Skills & Academic Research video collection of 440 streaming videos specifically on social science research skills. This collection covers key areas such as writing a research proposal, planning and designing a research project, and securing ethical approval are explicitly covered. Practical skills such as project management, writing for publication, presenting work, and building networks are also presented.

- ***Springer Complete eBook Collection*** – Springer provides online full-text access to thousands of English, French, Italian, and Spanish books in the arts, sciences, law, mathematics, medicine, computing, and other disciplines. Most books are from 1996 to the present, and include Apress, Birkhauser, Copernicus Books, Humana Press, Physica – Verlag, Plenum US, Springer, Springer – Verlag, Steinkopff, and TELOS imprints.

- ***World Scientific eBooks*** – Titles in the collection span a wide variety of subjects: Mathematics, Physics/Nonlinear Science, Chemistry/Materials Science/Nanotechnology, Computer Science, Engineering, Environmental Science, Medicine and Healthcare, Life Sciences, Business and Economics, General and Popular Science, Social Sciences and Asian Studies.

UMD Discover Online Catalog

A search of the University of Maryland Libraries' UMD Discover library system (https://lib.guides.umd.edu/umd-discover) was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, based on subject terms used, among them:

Subject Term: AI consumer behavior (9,021 results)
- Consumer and Organizational Behavior in the Age of AI (2024)
- Enhancing and Predicting Digital Consumer Behavior with AI (2024)
- AI Impacts in Digital Consumer Behavior (2024)
- Digital Influence on Consumer Habits: Marketing Challenges and Opportunities (2024)

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations [list sample result numbers and subject terms searched from BTAA holdings]. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Subject Term: Marketing research (over 400,000 results)
- Essentials of marketing research (2023)
- Brands and consumers: a research overview (2023)
- Marketing scales handbook: Multi-item measures for consumer insight research (2023)
- International Marketing Research: A Transformative Approach (2024)
- Marketing research: a managerial approach

Interlibrary Loan Services

Interlibrary Loan services (https://www.lib.umd.edu/find/ill) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.**]**

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist librarian/s for the discipline/s [list names and contact information] are the primary collection manager/s for materials in this/these discipline/s and work collaboratively with users to find solutions to gaps in our collections.

Library users can also submit suggested titles for purchase directly to the Libraries through two methods. The first allows members of the UMD community to suggest resources for purchase and addition to the general collection (https://www.lib.umd.edu/find/purchase). The second method - the UMD Libraries Diversity Fund (https://www.lib.umd.edu/about/idea/diversity-fund) - is a program to improve access to resources related to accessibility, diversity, equity, and inclusion and welcomes suggestions from members of the UMD community for purchasing materials to diversify our collections.

Open Access

The Libraries aim to maximize access to resources while minimizing costs. The Libraries does this by working to maintain financially sustainable agreements for paywalled content; ensuring access and usability of collections and UMD-generated research through discovery, delivery, and preservation

programs; promoting the open dissemination of research created and used by UMD scholars; and reviewing and incorporating appropriate open educational resources.

The Libraries participate in a number of open-access publisher agreements and journal discounts that are available to UMD scholars. Scholars can visit the Open Access Publishing Agreements guide (https://lib.guides.umd.edu/OAPublishingAgreements) or contact Olivia Isaacs, Continuing Resources Librarian (libr-contresc@umd.edu) for information on participating in these open-access publisher agreements.

The Libraries provide access to a journal search tool via *SciFree* to check if you can publish open access in your chosen journal without paying an Article Processing Charge (APC) under one of our open-access publisher agreements (https://app.scifree.se/umd).

The Libraries is committed to the University of Maryland's Equitable Access Policy, which advances equitable, open access to the University's research and scholarship (https://equitableaccess.umd.edu/). Open Scholarship Services (OSS) in the Libraries promote knowledge equity through programs and infrastructure that facilitate open sharing of research outputs in all forms (https://www.lib.umd.edu/research/oss). OSS helps researchers in the UMD community to understand the scholarly communications process. This includes providing guidance on topics such as:

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

OSS also manages the University of Maryland's institutional repository, DRUM, which collects, preserves, and provides public access to the scholarly output of the university (https://drum.lib.umd.edu/home).

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library.

- GIS Datasets are available through the GIS Data Repository (https://www.lib.umd.edu/research/services/gis)
- Statistical Consulting and additional research support is available through Research Services (https://www.lib.umd.edu/research/services)
- Technology support and services are available through the Terrapin Learning Commons (https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk)
- Patent literature can be another important resource. There are several databases (many for free) available, all listed in the Patent and Trademark Guide (https://lib.guides.umd.edu/patent_tm).

Subject Specialists

The subject specialist librarians for disciplines within business and economics are Zaida Díaz zdiaz@umd.edu 4225 McKeldin Library and Lily Griner griner@umd.edu 4229 McKeldin Library who contributed to the development of the Virtual Business Information Center (VBIC) https://lib.guides.umd.edu/vbic, a portal or guide that provides access to business and economics online resources intended to provide research support to the Robert H. Smith School of Business, the Department of Economics, and general users seeking authoritative information on these subject areas. The portal includes major database subscriptions provided by the UMD Libraries and the Smith School of Business. Most of these resources are available to faculty, students and staff through the University of Maryland Libraries. Due to licensing agreements these resources are limited only to current University of Maryland students, staff, and faculty. The databases that are supported by the Smith School of Business, as noted in VBIC, are available only to their students, please contact: researchsupport@rhsmith.umd.edu for any inquiries.

These are essential research resources to programs such as the ones proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections and Trade Organizations

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, the University of Maryland students and faculty have access to some of the finest libraries, archives, major trade associations and/or societies, government organizations, research centers, think tanks and watchdog organizations in the country that are vitally important for researchers in all areas of business, and other related disciplines. Among these are: Library of Congress, National Archives Bureau of Economic Analysis (BLS), U.S. Census Bureau (including the Business and Economic Census), Securities and Exchange Commission (SEC), World Bank/IMF, Federal Deposit Insurance Corporation (FDIC), Bureau of Economic and Business Affairs (EB), Office of Commercial and Business Affairs (CBA), United States Chamber of Commerce (USCC), American Marketing Association, Brookings Institution, Advertising Research Foundation, Centers of Research Excellence in Science and Technology (CREST), International Finance Corporation, Center for International Policy, World Resources Institute, American Association of Advertising Agencies , Environmental Defense Fund (EDF), U.S. Green Building Council, Association of National Advertisers, among many others.

Conclusion

With our journal holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus.

Add course #s BUMK

Sample Electives:
BUMK 716 Brand Management
BUMK 758 Customer Lifetime Valuation
BUMK 760 Business Policies and Ethics
BUMK 773 Pricing Strategy
BUMK 758P Innovation and Product Development
BUMK 758 Digital Promotion and Advertising
BUMK 758 Marketing in the Age of AI
BUMK 706 Marketing Analytics for Consulting
BUMK 770 Retail Analytics
BUMK 758 Customer Relationship Development
BUMK 758 Platform Strategy & Transformation

UNIVERSITY SENATE | TRANSMITTAL | #25-26-05

Senate Programs, Curricula, & Courses Committee

Establish a Post-Baccalaureate Certificate in Marketing (Senate Document #25-26-06)

PRESENTED BY	**Meredith Gore, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – August 19, 2025 | SENATE – September 11, 2025**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	
NECESSARY APPROVALS	**Senate, President, USM Chancellor, and the Maryland Higher Education Commission**

ISSUE

The Robert H. Smith School of Business proposes to establish a Post-Baccalaureate Certificate in Marketing. This certificate program is designed to equip students with foundational and advanced marketing skills, including consumer behavior, marketing research, strategy, and effective communication. The certificate is intended for graduate students from both quantitative and qualitative disciplines, as well as professionals seeking to supplement their education or reposition their careers.

The 12-credit program includes four required 3-credit courses: Marketing Foundations, Marketing Research, Marketing Strategy, and Consumer Behavior. The curriculum is designed to help students understand marketing principles, apply data tools to solve marketing challenges, and develop strategic thinking and communication skills relevant to business contexts. The required courses are also the core course requirements for the separately proposed Master of Science (MS) in Marketing. Students interested in pursuing the MS program may apply the certificate courses to the MS program.

The certificate program reflects University of Maryland and Smith School strategic goals by enhancing interdisciplinary and experiential learning and fostering economic mobility through professional graduate education. The program will use existing instructional and administrative infrastructure, and the Smith School will support advising and administration through current faculty and staff. The program will utilize both in person and online modalities.

As with the MS in Marketing, this program will be funded through tuition revenue.

The proposal was approved by the Graduate School PCC committee on April 25, 2025, and the Senate Programs, Curricula, and Courses committee on May 2, 2025.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new academic program.

COMMITTEE WORK

The committee considered this proposal at its meeting on May 2, 2025. Michael Trusov and Michael Marcellino, from the Robert H. Smith School of Business, presented the proposal and answered questions from the committee. The committee approved the proposal.

ALTERNATIVES

The Senate could decline to approve this new academic program.

RISKS

If the Senate does not approve the proposal, the University will miss an opportunity to offer a high-demand credential that supports student career advancement using existing instructional capacity.

FINANCIAL IMPLICATIONS

There are no significant financial implications for this proposal. The program will use existing resources and generate tuition revenue to support administrative needs.

988: MARKETING CERTIFICATE

In Workflow

1. BMGT PCC Chair (bhorick@umd.edu; mmarcell@umd.edu)
2. BMGT Dean (welmaghr@umd.edu)
3. Academic Affairs Curriculum Manager (mcolson@umd.edu)
4. Graduate School Curriculum Manager (jfarman@umd.edu; rlong12@umd.edu)
5. Graduate PCC Chair (jfarman@umd.edu; rlong12@umd.edu)
6. Dean of the Graduate School (jfarman@umd.edu; sroth1@umd.edu)
7. Senate PCC Chair (mcolson@umd.edu; wstickle@umd.edu)
8. University Senate Chair (mcolson@umd.edu)
9. President (mcolson@umd.edu)
10. Chancellor (mcolson@umd.edu)
11. MHEC (mcolson@umd.edu)
12. Provost Office (mcolson@umd.edu)
13. Graduate Catalog Manager (bhernand@umd.edu; fantsao@umd.edu)

Approval Path

1. Thu, 20 Mar 2025 06:58:27 GMT
   Michael Marcellino (mmarcell): Approved for BMGT PCC Chair
2. Fri, 21 Mar 2025 02:07:24 GMT
   Wedad Elmaghraby (welmaghr): Approved for BMGT Dean
3. Fri, 11 Apr 2025 18:52:47 GMT
   Michael Colson (mcolson): Approved for Academic Affairs Curriculum Manager
4. Mon, 28 Apr 2025 16:36:27 GMT
   Jason Farman (jfarman): Approved for Graduate School Curriculum Manager
5. Mon, 28 Apr 2025 16:41:41 GMT
   Jason Farman (jfarman): Approved for Graduate PCC Chair
6. Mon, 28 Apr 2025 18:12:28 GMT
   Stephen Roth (sroth1): Approved for Dean of the Graduate School
7. Fri, 02 May 2025 18:31:09 GMT
   Wendy Stickle (wstickle): Approved for Senate PCC Chair

New Program Proposal

Date Submitted: Thu, 20 Mar 2025 06:57:41 GMT

Viewing: 988 : Marketing Certificate

Last edit: Mon, 23 Jun 2025 19:45:02 GMT

Changes proposed by: Michael Marcellino (mmarcell)

Program Name

Marketing Certificate

Program Status

Proposed

Effective Term

Fall 2025

Catalog Year

2025-2026

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments

Department
The Robert H. Smith School of Business

Colleges

College
The Robert H. Smith School of Business

Proposal Contact

BMGT: Mike Marcellino and Yogesh Joshi

Proposal Summary

The Robert H. Smith School of Business (Smith) is proposing a Certificate in Marketing. As defined by the American Marketing Association, marketing is "the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." The Certificate in Marketing will prepare students with cutting-edge knowledge and skills in various aspects of marketing including strategy, consumer insights, and tactics. It is suitable for students pursuing degrees in both qualitative (e.g., social sciences, humanities) and quantitative (e.g., mathematics, statistics, engineering, etc.) disciplines who wish to supplement their skills with foundational knowledge in marketing.

(PCC Log Number 24087))

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

This certificate imparts vital knowledge and skills in identifying and understanding various customer segments, choosing segments to target, and positioning product offerings to differentiate them in the marketplace. It helps students develop skills for effective marketing management to complement their knowledge in their other main area of study (e.g., supply chain, engineering) or supplement their current business knowledge making certificate students more marketable. Knowledge and skills will be built in topic areas of: segmentation, targeting, and positioning, consumer behavior, marketing research, analytics, business communication of marketing decisions.

Catalog Program Requirements. Please click on the help bubble for more specific information about formatting requirements.

Course	Title	Credits
Core Requirements		
BUMK6XX	Course BUMK6XX Not Found (Marketing Foundations)	3
BUMK6XX	Course BUMK6XX Not Found (Marketing Research)	3
BUMK6XX	Course BUMK6XX Not Found (Marketing Strategy)	3
BUMK6XX	Course BUMK6XX Not Found (Consumer Behavior)	3
Total Credits		**12**

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Fall Year 1 (6 cr):

Marketing Foundations (3 cr)
Marketing Research (3 cr)

Spring Year 1 (6 cr):

Marketing Strategy (3cr)
Consumer Behavior (3 cr)

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes
1. Understand basic marketing concepts and consumer behavior.
2. Develop strategic thinking for effective marketing.

3. Learn data tools for marketing problem-solving.

4. Enhance communication skills for marketing presentations.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The Certificate in Marketing exemplifies core elements of University of Maryland's Strategic Plan. The program reimagines learning by adopting innovative teaching methods, including experiential and interdisciplinary learning. Further, the certificate aligns with the Smith School's guiding principle that "everybody's business" taking on our responsibility and opportunity to deliver accessible business education to all UMD students. The program aligns with the Smith School's mission to provide a transformational and integrative learning experience.

Program Characteristics

What are the educational objectives of the program?

- Ensuring a solid grasp of the core principles of marketing, consumer behavior, and marketing research.
- Developing verbal and written communication skills to effectively present marketing analyses in a business context.
- Preparing students to apply their knowledge and skills in real-world settings to make a tangible impact on business and society

Describe any selective admissions policy or special criteria for students interested in this program.

Applicants will apply to the University of Maryland Graduate School and must have completed all of the requirements for a baccalaureate degree prior to acceptance. All applicants must submit the following: a) transcripts from all undergraduate and graduate institutions they have been previously attended; b) a complete online application form that includes a written essay articulating qualifications and motivation for pursuing advanced education; c) a letter of recommendation from supervisors or from professors competent to judge the applicant's probability of success in graduate school; and d) a current professional resume. After initial screening, the Smith School Admissions Office may select candidates for interviews which may be done in person or by telephone. Proof of English language proficiency (TOEFL or IELTS official scores) is also required unless the applicant has received an undergraduate or graduate degree from a select list of countries. For international students requiring an F1 visa, a completed certification of finance form and supporting financial documentation are required.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

https://www.rhsmith.umd.edu/about/strategic-plan
In 2022, the Robert H. Smith School announced their Strategic Plan and the Certificate in Marketing aligns with three of the four pillars. The certificate program focuses on addressing employer needs and market preferences, as directed by Pillar 1, "Reimagining Learning, Curricula and Programs." The certificate program aligns with Pillar 3, "Investing in People and Communities" by attracting and developing business skills in students across disciplines including engineering, psychology, arts and humanities. Finally, the success of the certificate program will strengthen the portfolio of certificate programs offered by the Smith School and address Pillar 4, "Build a Solid Foundation for Financial and Operational Health."

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar). Please click on the help bubble for more specific information.

Other

Indicate whether relevant offices, such as the Registrar's Office and International Scholar and Student Services, have been notified and support the program. Non-standard terms need to fit within the University's scheduling system calendar, and non-standard terms need to work with international student visa requirements.

The proposed term schedule will match the current format of existing Master's programs at the Smith School. The new program will not alter current format, calendar, or academic terms which are already in use and vetted by Registrar and ISSS.

Term Structure. Describe 1) the proposed term structure for this program, and 2) rationale for this term structure.

This program will use the semester calendar but will offer courses in a non-standard time frame that splits the semester in half (1st and 2nd terms), similar to the current Smith Master's program structure.

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

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

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

All required certificate courses will be offered within the Smith School.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The Smith School is annually accredited by AACSB - The Association to Advance Collegiate Schools of Business - the foremost accreditation body of business schools in the world. Maryland Smith's Dean often sits on committees and task forces within AACSB and faculty and staff contribute and participate in AACSB affinity groups and conferences. Maryland Smith is also regionally accredited through MHEC - the Maryland Higher Education Commission.

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

Not applicable. All aspects of the program from admissions to academic programming to career advising will be provided by the Smith School. While the program will reach out to local companies and institutions for guest speakers, internship opportunities, experiential learning projects, and job placement, no particular relationship is pivotal to the success of the program.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program. Please click on the help bubble for a template to use for adding faculty information.

A faculty member from Smith would be named as Academic Director of the Certificate Program to provide oversight for all aspects of the program.

Indicate who will provide the administrative coordination for the program

The Academic Director in collaboration with the Masters Programs Office at Smith will provide administrative coordination.

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

The collections assessment has been conducted and the assessment by the University Library is attached.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The implementation of the new program will require some additional classroom usage in the Van Munching Hall. The program can be implemented within existing resources and equipment.

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

The courses for this certificate overlap with the course offerings for the Master of Science in Marketing at Smith. Our plan is to utilize existing seats in the courses within the Masters program to accommodate the students who are pursing the certificate as a stand alone degree or in addition to another degree within the university (such as the MBA).

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

Advising of the students will be done mainly by the program director with the help of a program advisor from the Smith Masters Programs Office. Administration of the program will be done by the program director together with administrative staff at the Smith Masters Program Office. These costs are expected to be supported by tuition revenue from the program.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding. Please click on the help bubble for financial table templates.

Please see attachments for the financial plan of this program

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education. Please click on the help bubble for more specific information.

The establishment of the Certificate in Marketing will expand educational opportunities for students across various disciplines and for educationally disadvantaged students at institutions of higher education. This program is designed to continuously adapt to the fast-changing business environment and the role of marketing within that changing environment. The advanced knowledge gained will provide opportunities for students to pursue career pivots and advancement. This program will also meet the needs of the current undergraduate students at the university who are interested in pursuing additional educational credentials via a certificate program.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

Yes

Indicate the existing master's program from which the new Post-Baccalaureate Certificate is derived.

Marketing (MSM)

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook, or Maryland state Occupational and Industry Projections over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis webpage for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.) Please click on the help bubble for specific resources for finding this information.

The market demand analysis provides a promising picture of the increasing demand for marketing professionals in various sectors. According to Hanover Research, a 2023 survey from the Graduate Management Admission Council (GMAC) showed a consistent demand for post baccalaureate marketing programs between 2013 and 2022. The same report projected that employment in marketing-related occupations would grow faster than the average of all occupations in each geography. This report also noted a surge in demand from women for post baccalaureate marketing credentials. Our program can satisfy this demand at the local and regional level, and serve as a vital contributor to bridging the widening gap between supply and demand for marketing expertise in Maryland and the wider DMV area.

Supporting Documents

Attachments

MS in Marketing - Faculty List.docx
MS Marketing Learning Outcomes Assessment Certificate.docx
Financial Plan_MS Marketing Certificate.pdf
Collection Assessment_Marketing_MS_Post_BA.docx
Appendix 1 MS Marketing Learning Outcomes Assessment Certificate_updated42825.pdf

Key: 988

PBC Marketing Learning Outcomes Assessment

Learning Outcomes:

1. Understand basic marketing concepts and consumer behavior.
2. Develop strategic thinking for effective marketing.
3. Learn data tools for marketing problem-solving.
4. Enhance communication skills for marketing presentations.

Assessment:

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

Faculty Information

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

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

Mary Beth Furst	EdD Entrepreneurial Leadership Johns Hopkins University	Associate Area Chair, Marketing Clinical Professor	Marketing Foundations Marketing Strategy Consumer Behavior Business Communications Brand Management Business Policies and Ethics Innovation & Product Development Developing Customer Relationships (Sales)
Jason Choi	PhD, Marketing Columbia University	Assistant Professor	Data Analysis/Stats
Bruno Jacobs	PhD, Erasmus University Rotterdam	Assistant Professor	Marketing Research
Yogesh Joshi	PhD, Wharton School of Business, University of Pennsylvania	Professor	Data Analysis/Stats Innovation & Product Development Pricing
PK Kannan	PhD in Management, Purdue University	Associate Dean for Strategic Initiatives Dean's Chair in Marketing Science	Customer Lifetime Valuation
Liye Ma	PhD, Carnegie Mellon University	Associate Professor	Marketing in the Age of AI
Dan McCarthy	PhD, Statistics, Wharton School of Business, University of Pennsylvania	Associate Professor	Customer Lifetime Valuation
Wendy Moe	PhD Wharton School of Business, University	Dean's Professor of Marketing	Business Policies and Ethics

	of Pennsylvania		Marketing in the Age of AI
Rebecca Ratner	PhD Social Psychology Princeton University	Dean's Professor of Marketing	Consumer Behavior
Christine Schaaf	MS in Marketing Johns Hopkins University	Faculty Director, SBLF Lecturer, Management & Organization and Marketing	Business Communications for Marketing Managers
Michel Wedel	PhD, Marketing, University of Wageningen	Distinguished University Professor PepsiCo Chair in Consumer Science	Marketing Analytics for Consulting
Jie Zhang	PhD in Marketing, Kellogg School of Management, Northwestern University	Dean’s Professor of Marketing Harvey Sanders Fellow of Retail Management	Marketing Analytics for Consulting Retail Analytics
Bobby Zhou	PhD in Marketing Duke University	Associate Professor	Pricing

MS Marketing - Certificate

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds		$ -	$ -	$ -	$ -
2. Tuition/Fee Revenue (c+g below)	$ 355,536	$ 411,977	$ 471,485	$ 534,193	$ 600,238
a. #FT Students	NONE				
b. Annual Tuition/Fee Rate					
c. Annual FT Revenue (a x b)					
d. # PT Students	16	18	20	22	24
e. Credit Hour Rate*	$ 1,852	$ 1,907	$ 1,965	$ 2,023	$ 2,084
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f	$ 355,536	$ 411,977	$ 471,485	$ 534,193	$ 600,238
3. Grants, Contracts, & Other Extern	$ -	$ -	$ -	$ -	$ -
4. Other Sources	$ -	$ -	$ -	$ -	$ -
TOTAL (Add 1 - 4)	**$355,536**	**$411,977**	**$471,485**	**$534,193**	**$600,238**

*Weighted average of in-state and out-of-state tuition

Assumes 3% inflation in Credit Hour Rate.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$33,915	$46,577	$47,974	$49,413	$50,896
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$25,500	$35,020	$36,071	$37,153	$38,267
c. Total Benefits	$8,415	$11,557	$11,903	$12,260	$12,628
2. Admin. Staff (b+c below)	$33,250	$34,248	$35,275	$36,333	$37,423
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	$25,000	$25,750	$26,523	$27,318	$28,138
c. Total Benefits	$8,250	$8,498	$8,752	$9,015	$9,285
3. Total Support Staff (b+c below)	$86,450	$89,044	$91,715	$94,466	$97,300
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$65,000	$66,950	$68,959	$71,027	$73,158
c. Total Benefits	$21,450	$22,094	$22,756	$23,439	$24,142
4. Teaching Assistants (b+c)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend					
c. Tuition Remission					
d. Benefits					
5. Equipment					
6. Library					
7. New or Renovated Space					
8. Other Expenses: Operational Expe	$151,000	$115,750	$116,523	$117,318	$118,138
a. Course Development	$42,000	$6,000	$6,000	$6,000	$6,000
b. Teaching / Overload	$84,000	$84,000	$84,000	$84,000	$84,000
c. Advertising / Recruitment	$25,000	$25,750	$26,523	$27,318	$28,138
TOTAL (Add 1 - 8)	**$304,615**	**$285,618**	**$291,486**	**$297,531**	**$303,757**
resources - expenditures	$50,921	$126,360	$179,999	$236,662	$296,482

Benefits %	0.33
Inflation	1.03

DATE: February 26, 2025

TO: Caroline Lukich, Director Graduate Program Office
Mike Marcellino, Assistant Dean of MBA & MS Programs
Prof. Yogesh Joshi, Marketing Department
Robert H. Smith School of Business (Smith)

FROM: On behalf of the University of Maryland Libraries:
Zaida M. Díaz, Business and Economics Librarian
Kapil Vasudev, Collection Development Strategies Librarian
Maggie Saponaro, Director, Collection Development Strategies
Daniel Mack, Associate Dean of Libraries, Collection Strategies & Services and Interim Dean of Libraries

RE: Library Collection Assessment for Four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus:
BMGT 986: Master of Science in Marketing (MSM) (on-campus)
BMGT 987: Master of Science in Marketing (MSM) (online)
BMGT 988: Marketing Certificate (on-campus)
BMGT 989: Marketing Certificate (online)

We are providing this assessment in response to a proposal by the Office of Graduate Programs and MBA and MS Programs in The Robert H. Smith School of Business (Smith) to create four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and In-Person: BMGT 986: Master of Science in Marketing (MSM) (on-campus); BMGT 987: Master of Science in Marketing (MSM) (online); BMGT 988: Marketing Certificate (on-campus) and BMGT 989: Marketing Certificate (online). The Program Directors asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of these proposed programs.

This collection assessment does not intend to provide a comprehensive list of resources, but rather aims to highlight a wide-range of relevant resources that address the specific educational objectives of the proposed four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus programs. Furthermore, the resources included in this assessment letter overlap among all four (4) certificate and MS programs, as they all cover the same research content needed, among them: core principles of marketing, consumer insights and behavior, and marketing research, strategy and analysis, as well as data tools for marketing problem-solving.

Serials Publications

As noted, since two of the proposed programs will be offered online, it is likely that course assignments will rely heavily upon online journals. The University of Maryland Libraries currently subscribe to a large number of scholarly journals — almost all in online format that focus on marketing. Many of these are top ranked journals by the **Journal Citation Reports*, in terms of research impact and are widely recognized in the fields of marketing research, business analytics, marketing analytics and consumer behavior. In cases in which the Libraries do not subscribe to highly ranked journals or any other articles in journals that we do not own, they likely will be available through our Interlibrary Loan/Document

Delivery Services. *Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Most likely course assignments will rely upon online journals containing the latest cutting-edge research in a wide range of areas relevant to the proposed Master of Science in Marketing (MSM) and Marketing Certificate (online and on-campus) programs. Following is a partial list of the top-ranked journals in marketing that are listed in the business/marketing category in the Social Sciences Edition of *Journal Citation Reports**, most of which are available online, and in full-text:

- ***Journal of Marketing***: JM publishes articles representing the entire spectrum of research in marketing, ranging from analytical models of marketing phenomena to descriptive and case studies.

- ***Journal of Consumer Research***: A scholarly journal, JCR focuses on research to explain and describe consumer behavior. JCR is interdisciplinary, publishing in topics such as psychology, marketing, sociology, economics, communications, and anthropology.

- ***Journal of Marketing Research***: JMR publishes articles representing the entire spectrum of research in marketing, ranging from analytical models of marketing phenomena to descriptive and case studies.

- ***Journal of the Academy of Marketing Science***: JAMS is a scholarly journal published quarterly on the topic of marketing research. Occasionally, JAMS publishes special issues devoted to a theme of major significance.

- ***Journal of Supply Chain Management***: JSCM focuses on strong contributions to supply chain management theory. This contribution can occur through an inductive, theory-building process or a deductive, theory-testing approach.

- ***Journal of Public Administration Research & Theory*** The journal is multidisciplinary and includes within its scope organizational, administrative, managerial, and policy-based research that improves our understanding of the public sector.

- ***Marketing Science*** This journal's primary focus is on articles that answer important research questions in marketing using mathematical modeling, covering topics such as advertising, buyer behavior, competitive strategy, marketability, and more.

- ***Journal of Retailing*** Using an economic or behavior approach, articles in the journal study all aspects of retailing, its management, evolution, and current theory.

- ***Journal of Consumer Psychology*** The official journal of the Society for Consumer Psychology, JCP publishes empirical articles on the topics of consumer judgment and decision processes, consumer needs, attitude formation and change, reactions to persuasive communications, consumption experiences and more.

- ***Journal of World Business*** The JWB publishes articles on human resources management, ethics, social responsibility and sustainability, innovation, technology and entrepreneurship and more, with a focus on international research.

Databases (with Full-Text Availability)

The Libraries' *Database Finder* (https://lib.guides.umd.edu/az.php) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. Many of these databases and/or publisher collections cover subject areas relevant to the proposed Master of Science in Marketing (MSM) and Marketing Certificate (online and on-campus) programs. In many, and likely in most cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to students through either the Libraries' Interlibrary Loan service (https://www.lib.umd.edu/find/ill).

For Peer-Review Articles, Case Studies, Survey and Data Analysis

- ***Academic Search Ultimate (EBSCOhost)*** Multi-disciplinary database providing information for nearly every area of academic study. Includes an enormous collection of the most valuable peer-reviewed full text journals, as well as additional journals, magazines, newspapers and books. Multidisciplinary subjects including: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language & linguistics, arts & literature, medicine, ethnic studies.

- ***Business Source Complete (EBSCOhost)*** Contains articles from thousands of newspapers, trade publications, such as the Harvard Business Review and other major key business magazines in all disciplines of business, including economics. Additional full text, non-journal content includes financial data, books, monographs, major reference works, book digests, conference proceedings, case studies, investment research reports, industry reports, market research reports, country reports, company profiles, SWOT analyses and more.

- ***Communication & Mass Media Complete (EBSCOhost*)** provides the most robust, quality research solution in areas related to communication and mass media. *CMMC* incorporates the content of *CommSearch* (formerly produced by the National Communication Association) and *Mass Media Articles Index* (formerly produced by Penn State) along with numerous other journals in communication, mass media, and other closely-related fields of study to create a research and reference resource of unprecedented scope and depth encompassing the breadth of the communication discipline.

- ***Factiva*** Full-text access to over 8,000 business sources including the Wall Street Journal and many other national and international newspapers, magazines, wire services, websites, and industry (trade) sources. Covers business news articles in a wide range of topic areas: companies, industries, markets, products, brands, and general financial articles.

- ***Informs and INFORMS Journals Archive (1952-1997)*** Includes collection of highly-ranked journals from the Institute for Operations Research and the Management Sciences is an international society for practitioners in the fields of operations research, management science, and analytics. Established in 1995 with the merger of the Operations Research Society of America and The Institute of Management Sciences.

- ***JSTOR Arts and Sciences IV*** Electronic archive of core journals in the humanities, social sciences, and sciences. Includes complete runs of journals with full-text of all articles published from volume 1, issue 1. Please note, most journals have a "moving wall" (time lag) of three to

five years between the most current issue published and content available on JSTOR. Coverage spans the humanities, sciences, and social sciences.

- ***Nexis Uni*** Covers business topics from local, regional and national newspapers, some trade publications, business magazines, SEC filings, some reference sources, key accounting sources, legal information as well as SWOT analysis.

- ***Psychology and Behavioral Sciences Collection (EBSCOhost)*** It is the world's largest full text psychology database offering full text coverage for nearly 400 journals covering topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods.

- ***Sage Collection***

  Sage Knowledge: Includes an expansive range of SAGE eBook and eReference content, including scholarly monographs, reference works, handbooks, series, professional development titles.

  Sage Business Cases (Alternate Name(s) SAGE Business Cases Complete): Digital collection of over 4,850 interdisciplinary business cases from over 120 countries. Includes subjects such as entrepreneurship, accounting, healthcare management, leadership, social enterprise, and more.

  Sage Reference Collection (Alternate Name(s) Credo Reference): Online versions of published reference works from SAGE. A great place to begin your research.

  Sage Video: Streaming video content in such areas as Business and Management, Counseling and Psychotherapy, Criminology and Criminal Justice, Education, Media, Political Science, Psychology, and Sociology. All videos are fully citable with searchable transcripts, custom clip creation and embedding. Videos include Documentaries, Films, Case studies, Tutorials, Interviews, and more.

  Sage Campus: Designed to teach academic skills, often not covered in class, that are needed to conduct and publish professional research and ensure a successful academic career. Includes modules on topics ranging from information literacy, collecting and managing data, and planning and publishing research.

  Sage Business Foundations: Business Foundations covers key and emerging theories to help students understand and apply different approaches to problem solving in the modern business environment.

  Sage Research Methods: Designed to teach research methods, design research projects, understand or identify new methods, conduct research, and write up findings. Includes collection of case studies, teaching datasets, and video to offer real world applications and hands-on practice for hundreds of qualitative and quantitative research methods.

  Sage Skills: Business: Covers over 850 topics across five modules: Data Analytics, Entrepreneurship, Leadership, Organizational Communication, and Professionalism. Includes interactive self-assessments, virtual scenarios, downloadable data, and expert insights.

  Sage Skills: Student Success: Interactive digital resource featuring the work of a diverse set of academic experts to help undergraduates build confidence and gain essential skill sets for academic and personal success. Includes videos, self-assessment, audio summaries, and virtual scenarios.

- ***Science Direct (Elsevier)*** Peer-reviewed, full text database containing electronic book and journal titles covering the fields of science, technology and medicine. In addition to keyword searches, the image search and value added content associated with the publication can be found in the form of audio, video and datasets. Extensive coverage of the physical and biological sciences, significant numbers of journals in the social sciences, and some journals in the humanities. ***Elsevier SD Freedom Collection Journals [SCFCJ]*** The Elsevier ScienceDirect Freedom Collection Journals (SCFCJ) is a collection of journals that provides access to full-text articles. It's part of the ScienceDirect platform, which offers peer-reviewed literature.

For Industry and/or Consumer Behavior, Data and Country Analysis, and Data Mapping

- ***Data Planet*** Includes over 550 source databases from over 90 data providers in 16 subject categories ranging from Criminal Justice and Law Enforcement to Banking, Finance, and Insurance, as well as Education, Agriculture, Labor and Employment, Health and Vital Statistics, and Population and Income.

- ***EIU ViewPoint*** (formerly: EIU ViewsWire) is the world's most comprehensive source of global forecasts, market trends, data and analysis, in over 200 countries. The service is relied upon by analysts and strategists across business, government, finance and academia to provide unrivaled insight into how the world's political, economic and policy landscape is changing. Covers different disciplines: Economics, Business, Political Science and Law.

- ***IBISWorld*** Provides Industry market research reports on U.S. industries, US Specialized Industries, China Industries, Global Industries, U.S. Risk Ratings, and U.S. Business Environment Profiles.

- ***Mintel Consumer Intelligence Reports*** Provides full-text reports on a wide range of market research studies, analyzing market sizes and trends, market segmentation, consumer attitudes and purchasing habits, opportunities, weaknesses and the future of the market. The reports cover the United States and feature such industries as: food service, food, drink, pursuits/hobbies, travel, clothing/fashion, health/medical, beauty/personal, household, services, publishing, automotive, and e-commerce.

- ***MRI/Simmons Insights Platform*** Provides raw data dealing with the demographics and lifestyles of consumers and media audiences. Information includes consumer demographics, psychographics/lifestyles, product and brand usage, media preferences.

- ***Passport*** Provides comparable statistics for 205 countries on economic indicators, health, foreign trade, environment, lifestyle, industrial and agriculture output, communications and more. Also includes market size data for over 300 consumer products and services. It covers demographic trends, economic indicators, finance, foreign trade, health, labor force, industrial and agricultural production, environmental data, consumer expenditure patterns, retail sales, advertising and media patterns, consumer prices, household patterns, literacy rates, telecommunications, automotive and transport figures, travel and tourism, income and earnings potential. It also includes market size data for over 300 consumer products and services.

- ***PolicyMap*** Provides access to over 15,000 indicators related to housing, crime mortgages, health, jobs, demographics, and education from more than 150 authoritative public and proprietary sources. Data is cleaned and standardized and updated regularly. It uses basic GIS tools to create reports and maps.

- ***SimplyAnalytics*** Contains extensive data including demographic, historic census, business, health, real estate, housing, employment, consumer spending, and marketing (over 70,000 variables total). Users can create customized maps and reports; data is down to the census tract level. Data is available at the State, County, City, ZIP Code, Census Tract and Block Group level, including custom trade areas and the entire United States. Access limited to 5 concurrent users.

Monographs and eBooks

The Libraries regularly acquire scholarly monographs in all areas of business, art and art history, and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

Even though most library research for these programs likely will rely upon online journal articles, students may wish to supplement this research with monographs. Fortunately, more and more monographs are available as e-books, or through online packages. Even in instances when the books are only available in print, students will be able to request specific chapters for online delivery through the Interlibrary Loan program (https://www.lib.umd.edu/find/ill).

- ***EBSCO eBook Collection*** – A collection of e-texts covering topics in computer science, business, international relations, education, environmental science, psychology, and civil rights law and history.

- ***Gale Virtual Reference Library*** – Offers more than 85 reference sources including encyclopedias, almanacs, series and more. Provides access to more than 300 encyclopedias and selected industry-standard reference series. Including content from SAGE Reference, John Wiley & Sons, Cambridge University Press, Berkshire Publishing Group, Cartographica, Linworth and Gale imprints.

- ***Historical Encyclopedia of American Business*** (through Gale) – Covers the full breadth of American business history. Includes overviews on different sectors of the economy, individual industries, significant economic events, and general topics such as business cycles. labor strikes and outsourcing. There are also overviews on broad legal topics such as antitrust legislation, bankruptcy laws and patent laws. Also offers brief biographies of individual persons who have played exceptional roles in American business as well as information about individual companies, corporations, labor unions, and government agencies.

- ***Project Muse/UPCC Ebooks*** – Full-text access to thousands of books published by major university presses.

- ***ProQuest Ebook Central*** – Ebrary is a collection of thousands of online full textbooks and other materials in a variety of subject areas. In order to view, copy, or print you will need to install the ebrary Reader software.

- ***Sage Research Methods*** (or Sage Research Methods Online or SRMO or SRM Research Methods Online) – SRM is a large collection of books, reference books, videos, and datasets on social science research methods. It includes a methods map, project planning tool, and the notable "little green book" series (Quantitative Applications in the Social Sciences) and the "little blue

book" series (Qualitative Research Methods) in full text. SRM also includes the Practical Skills & Academic Research video collection of 440 streaming videos specifically on social science research skills. This collection covers key areas such as writing a research proposal, planning and designing a research project, and securing ethical approval are explicitly covered. Practical skills such as project management, writing for publication, presenting work, and building networks are also presented.

- ***Springer Complete eBook Collection*** – Springer provides online full-text access to thousands of English, French, Italian, and Spanish books in the arts, sciences, law, mathematics, medicine, computing, and other disciplines. Most books are from 1996 to the present, and include Apress, Birkhauser, Copernicus Books, Humana Press, Physica – Verlag, Plenum US, Springer, Springer – Verlag, Steinkopff, and TELOS imprints.

- ***World Scientific eBooks*** – Titles in the collection span a wide variety of subjects: Mathematics, Physics/Nonlinear Science, Chemistry/Materials Science/Nanotechnology, Computer Science, Engineering, Environmental Science, Medicine and Healthcare, Life Sciences, Business and Economics, General and Popular Science, Social Sciences and Asian Studies.

UMD Discover Online Catalog

A search of the University of Maryland Libraries' UMD Discover library system (https://lib.guides.umd.edu/umd-discover) was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own, based on subject terms used, among them:

Subject Term: AI consumer behavior (9,021 results)
- Consumer and Organizational Behavior in the Age of AI (2024)
- Enhancing and Predicting Digital Consumer Behavior with AI (2024)
- AI Impacts in Digital Consumer Behavior (2024)
- Digital Influence on Consumer Habits: Marketing Challenges and Opportunities (2024)

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) dramatically increases these holdings and citations [list sample result numbers and subject terms searched from BTAA holdings]. As with our own materials, students can request that chapters be copied from these BTAA books if the books are not available electronically.

Subject Term: Marketing research (over 400,000 results)
- Essentials of marketing research (2023)
- Brands and consumers: a research overview (2023)
- Marketing scales handbook: Multi-item measures for consumer insight research (2023)
- International Marketing Research: A Transformative Approach (2024)
- Marketing research: a managerial approach

Interlibrary Loan Services

Interlibrary Loan services (https://www.lib.umd.edu/find/ill) provide online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Interlibrary Loan services are available free of charge.

The article/chapter request service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, the request will automatically be forwarded to the Interlibrary Loan service (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Please note that one limitation of these services that might create some challenges for the online student is that the Libraries are not allowed to make online copies of entire books. The only way that a student can get access to a print copy of an entire book is to physically come to the Libraries and check out that book.**]**

Diversity, Equity, and Inclusion

The Libraries work to build, preserve, and provide access to collections of materials that reflect and support the intellectual and cultural interests of the communities we serve. As we recognize the rich diversity of these communities and the importance of developing collections that are inclusive of the identities and contributions of all community members, the Libraries are committed to working closely with our users to fully understand and be responsive to their needs. We are also highly engaged with critical conversations in the field of collection development that help us identify and address gaps in our collections and anticipate emerging educational and research needs.

In addition to engaging proactively with our users and our peer institutions and colleagues, the Libraries also encourages our patrons to submit requests for new materials to be added to the collection. The subject specialist librarian/s for the discipline/s [list names and contact information] are the primary collection manager/s for materials in this/these discipline/s and work collaboratively with users to find solutions to gaps in our collections.

Library users can also submit suggested titles for purchase directly to the Libraries through two methods. The first allows members of the UMD community to suggest resources for purchase and addition to the general collection (https://www.lib.umd.edu/find/purchase). The second method - the UMD Libraries Diversity Fund (https://www.lib.umd.edu/about/idea/diversity-fund) - is a program to improve access to resources related to accessibility, diversity, equity, and inclusion and welcomes suggestions from members of the UMD community for purchasing materials to diversify our collections.

Open Access

The Libraries aim to maximize access to resources while minimizing costs. The Libraries does this by working to maintain financially sustainable agreements for paywalled content; ensuring access and usability of collections and UMD-generated research through discovery, delivery, and preservation

programs; promoting the open dissemination of research created and used by UMD scholars; and reviewing and incorporating appropriate open educational resources.

The Libraries participate in a number of open-access publisher agreements and journal discounts that are available to UMD scholars. Scholars can visit the Open Access Publishing Agreements guide (https://lib.guides.umd.edu/OAPublishingAgreements) or contact Olivia Isaacs, Continuing Resources Librarian (libr-contresc@umd.edu) for information on participating in these open-access publisher agreements.

The Libraries provide access to a journal search tool via *SciFree* to check if you can publish open access in your chosen journal without paying an Article Processing Charge (APC) under one of our open-access publisher agreements (https://app.scifree.se/umd).

The Libraries is committed to the University of Maryland's Equitable Access Policy, which advances equitable, open access to the University's research and scholarship (https://equitableaccess.umd.edu/). Open Scholarship Services (OSS) in the Libraries promote knowledge equity through programs and infrastructure that facilitate open sharing of research outputs in all forms (https://www.lib.umd.edu/research/oss). OSS helps researchers in the UMD community to understand the scholarly communications process. This includes providing guidance on topics such as:

- Choosing among open access publication options.
- Navigating copyright and authors' rights.
- Building or improving a scholar's online presence.
- Developing plans for data management and publication.
- Selecting an appropriate academic repository to archive research and make it accessible.

OSS also manages the University of Maryland's institutional repository, DRUM, which collects, preserves, and provides public access to the scholarly output of the university (https://drum.lib.umd.edu/home).

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at McKeldin Library.

- GIS Datasets are available through the GIS Data Repository (https://www.lib.umd.edu/research/services/gis)
- Statistical Consulting and additional research support is available through Research Services (https://www.lib.umd.edu/research/services)
- Technology support and services are available through the Terrapin Learning Commons (https://www.lib.umd.edu/visit/libraries/mckeldin/techdesk)
- Patent literature can be another important resource. There are several databases (many for free) available, all listed in the Patent and Trademark Guide (https://lib.guides.umd.edu/patent_tm).

Subject Specialists

The subject specialist librarians for disciplines within business and economics are Zaida Díaz zdiaz@umd.edu 4225 McKeldin Library and Lily Griner griner@umd.edu 4229 McKeldin Library who contributed to the development of the Virtual Business Information Center (VBIC) https://lib.guides.umd.edu/vbic, a portal or guide that provides access to business and economics online resources intended to provide research support to the Robert H. Smith School of Business, the Department of Economics, and general users seeking authoritative information on these subject areas. The portal includes major database subscriptions provided by the UMD Libraries and the Smith School of Business. Most of these resources are available to faculty, students and staff through the University of Maryland Libraries. Due to licensing agreements these resources are limited only to current University of Maryland students, staff, and faculty. The databases that are supported by the Smith School of Business, as noted in VBIC, are available only to their students, please contact: researchsupport@rhsmith.umd.edu for any inquiries.

These are essential research resources to programs such as the ones proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

Other Research Collections and Trade Organizations

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, the University of Maryland students and faculty have access to some of the finest libraries, archives, major trade associations and/or societies, government organizations, research centers, think tanks and watchdog organizations in the country that are vitally important for researchers in all areas of business, and other related disciplines. Among these are: Library of Congress, National Archives Bureau of Economic Analysis (BLS), U.S. Census Bureau (including the Business and Economic Census), Securities and Exchange Commission (SEC), World Bank/IMF, Federal Deposit Insurance Corporation (FDIC), Bureau of Economic and Business Affairs (EB), Office of Commercial and Business Affairs (CBA), United States Chamber of Commerce (USCC), American Marketing Association, Brookings Institution, Advertising Research Foundation, Centers of Research Excellence in Science and Technology (CREST), International Finance Corporation, Center for International Policy, World Resources Institute, American Association of Advertising Agencies , Environmental Defense Fund (EDF), U.S. Green Building Council, Association of National Advertisers, among many others.

Conclusion

With our journal holdings, monographs and databases, as well as additional support services and resources, at this point in time, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed four (4) Marketing Programs - MS and Post-Baccalaureate Programs: Online and On-Campus.

UNIVERSITY | TRANSMITTAL | #25-26-02

2025-2026 Senate Standing Committee & University Council Slates

PRESENTED BY	**Wendy Stickle, Chair**
REVIEW DATES	**SEC – August 19, 2025 | SENATE – September 11, 2025**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**N/A**
NECESSARY APPROVALS	**Senate, President**

ISSUE

Presentation of the Senate Standing Committee and University Council Slates, as generated by the Senate Committee on Committees, to be approved by the Senate Executive Committee (SEC) and the University Senate.

RECOMMENDATION(S)

The Committee on Committees recommends that the Senate approve the slates as submitted.

COMMITTEE WORK

The Committee on Committees met on June 6, 2025, for an introductory meeting, and on June 13, 2025, June 23, 2025, and July 9, 2025, to review all committee volunteers and their statements. The Committee on Committees met on August 11, 2025, to vote on new vacancies and approve the University Council slates. Additional vacancies were filled and changes to a few seats were made, therefore the slates were amended on August 15, 2025 and approved by the committee on August 18, 2025.

There were 93 membership openings on the ten standing committees of the Senate. The Committee on Committees reviewed 206 volunteer applications from the campus faculty, staff, and graduate and undergraduate student constituencies. The committee endeavored to create balanced standing committee memberships, representing a variety of Colleges/Schools, departments/units, disciplines, positions, and backgrounds. The committee members also considered the volunteers' top three committee choices indicated on their applications. In addition, the committee members and the Senate Office staff engaged in further recruitment efforts as needed for specific committee membership seats.

The Committee on Committees approved the final slates of the committee memberships on July 11, 2025. Following the final placements, the Senate Office informed all the volunteers whether they were placed on a committee for the 2025-2026 academic year. The Senate Office staff worked with the Chair of the Committee on Committees to fill any vacancies that arose during the summer, and these were approved by the Committee on Committees on August 11, 2025.

Senate Chair Dammeyer appointed current Senators as chairs for each of the ten standing committees of the Senate, in accordance with the provisions of the Senate Bylaws. They are included on the slates for approval by the Senate. In addition, the committee slates include the continuing committee members and the ex-officio representatives appointed by the appropriate administrative unit head, which are provided for information only.

The Senate Chair, assisted by Senate Office Staff, consulted with the designated administrative officers to create a slate of candidates for each University Council. Individuals nominated by Senators, volunteers for Senate committees who were not placed on a committee, and past Council members were considered.

On June 30, 2025, the Senate Chair met with the outgoing Vice President of Research, Dr. Greg Ball and the current Chair of the Research Council, Gerald Wilkinson to select member of the Research Council. The slate was shared with the new Vice President of Research, Dr. Patrick O'Shea for review and approval. The membership slate that they proposed was approved by the Committee on Committees on August 11, 2025, for referral to the Senate Executive Committee (SEC) to place on the agenda for the September 11, 2025, Senate meeting.

On July 11, 2025, the Senate Chair met with the Dean of the Libraries, Dr. Holly Mercer and outgoing Chair of the Library Council, Dr. Holly Brewer, to select the members of the Library Council. The membership slate that they proposed was approved by the Committee on Committees on August 11, 2025, for referral to the Senate Executive Committee (SEC) to place on the agenda for the September 11, 2025, Senate meeting.

On July 21, 2025, the Senate Chair met with the Vice President and Chief Information Officer and Information Technology (IT) Council Chair, Dr. Jeffrey Hollingsworth and the new Chair of the IT Council, Dr. Wolfgang Losert to select the members of the IT Council. The membership slate that they proposed was approved by the Committee on Committees on August 11, 2025, for referral to the Senate Executive Committee (SEC) to place on the agenda for the September 11, 2025, Senate meeting.

In accordance with the Senate Bylaws, the slates for the University Councils will be considered for approval by the Committee on Committees and submitted to the SEC to be placed on the agenda for the September 11, 2025, Senate meeting.

The slates were amended and approved by the Committee on Committees on August 15, 2025, for referral to the Senate Executive Committee (SEC) to place on the agenda for the September 11, 2025, Senate meeting. Any remaining vacancies on committees and councils that arise during the academic year will be filled in accordance with the Senate Bylaws.

ALTERNATIVES

The Senate could decide not to approve the slates.

RISKS

There are no risks to the University in approving these slates.

FINANCIAL IMPLICATIONS

There are no financial implications in approving these slates.

Academic Procedures & Standards (APAS) Committee

Nominated

F Smith	Staff	UGST	2027
Ryan Blaustein	Faculty	AGNR	2027
Jessica Morabito	Faculty	BSOS	2027
Tim Powell	Faculty	ARHU	2027
Allison Ring	Faculty	CMNS	2027
Eric Silfen	Faculty	SPHL	2027
Yunfei Zhao	Faculty	ENGR	2027
Sreya Datla	Graduate Student	CMNS	2026
Taylor Closson	Undergraduate Student	ARCH	2026
Alina Darchieva	Undergraduate Student	CMNS	2026
Rashmi Konaparthi	Undergraduate Student	INFO	2026

Ex-Officio

Adrian Cornelius	Ex-Officio - University Registrar Rep	SVPAAP	2026
Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2026
James Massey	Ex-Officio - Director of Undergraduate Admissions Rep	SVPAAP	2026
Jason Farman	Ex-Officio - Graduate School Rep	ARHU	2026
William Cohen	Ex-Officio - Provost's Rep	UNKN	2026

Continuing Members

Sun Young Lee	Faculty	ARHU	2026
Celina McDonald	Faculty	LIBR	2026
Ana Navarro Cebrian	Faculty	BSOS	2026
Sarah Balcom	Faculty	AGNR	2026

Chair

Shannon Buenaflor	Chair	ENGR	2026

Campus Affairs Committee

Nominated

Agisilaos Iliadis	Faculty	ENGR	2027
Catherine Mayfield	Faculty	LIBR	2027
Craig Potter	Faculty	ARHU	2027
Allison Reilly	Faculty	ENGR	2027
Lisa Shiota	Faculty	LIBR	2027
Julia Caspero	Graduate Student	BSOS	2026
Arpit Sakhreliya	Graduate Student	ENGR	2026
Audrey Cowles	Undergraduate Student	PUAF	2026
Margreta Gerdzhikova	Undergraduate Student	ENGR	2026

Ex-Officio

Courtney Brown	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2026
Shawn Flynn	Ex-Officio - Chair of Coaches Council Rep	PRES	2026
Tom Flynn	Ex-Officio - VP Student Affairs Rep	VPSA	2026
Megan Gebregziabher	Ex-Officio - Provost's Rep	SVPAAP	2026
Emily Lucio	Ex-Officio - Vice President for Diversity & Inclusion Rep	PRES	2026
Hafsa Siddiqi	Ex-Officio - VP Marketing & Communications Rep	PRES	2026
Ivy Lyons	Ex-Officio - GSG Rep	JOUR	2026
Dhruvak Mirani	Ex-Officio - SGA Rep	CMNS	2026

Continuing Members

Rosanne Hoaas	Staff	VPA	2026
Errica Philpott-Barber	Staff	CMNS	2026
Gregory Deinert	Faculty	ARHU	2026

Chair

Charles Delwiche	Chair	CMNS	2026

Educational Affairs Committee

Vacancies

Staff

Nominated

Andrea Brown	Faculty	ARHU	2027
Valerie Cholet	Faculty	SPHL	2027
Chloe Garfinkel	Faculty	CMNS	2027
Yasmeen Shah	Faculty	BSOS	2027
Richa Diggikar	Graduate Student	BMGT	2026
Jianan Jian	Faculty	ENGR	2027
Sydney Mitchell	Undergraduate Student	ARHU	2026
Camille Wharff	Undergraduate Student	ENGR	2026

Ex-Officio

Alice Donlan	Ex-Officio - Undergraduate Studies Rep	UGST	2026
Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2026
Megan Masters	Ex-Officio - Division of Information Technology Rep	DIT	2026
Tami Smith	Ex-Officio - Provost's Rep	SVPAAP	2026
Sydney Overton	Ex-Officio - GSG Rep	ENGR	2026
Douglas Roberts	Ex-Officio - Associate Dean for General Education	UGST	2026
Taryn Reinhart	Ex-Officio - SGA Rep	PUAF	2026

Continuing Members

Elizabeth Gotwalt	Staff	EDUC	2026
Sonia Hirschauer	Faculty	CMNS	2026
Pamela McClanahan	Faculty	LIBR	2026
Daniel Sidman	Faculty	ARHU	2026
Sara Wilder	Faculty	ARHU	2026
Taylor Woodman	Faculty	EDUC	2026

Chair

Jo Zimmerman	Chair	SPHL	2026

Elections, Representation, & Governance (ERG) Committee

Vacancies

Non-Exempt Staff

Nominated

Cherise Hunter	Exempt Staff	EDUC	2027
Olutoyin Adeyemi	Faculty	ARHU	2027
Amol Deshpande	Faculty	CMNS	2027
Caroline Wilkins	Faculty	ARHU	2027
Derek Willis	Faculty	JOUR	2027
Bibek Dhakal	Graduate Student	AGNR	2026
Alexander Yordanov	Graduate Student	CMNS	2026
Linh Miyamoto	Undergraduate Student	INFO	2026
Anushka Shah	Undergraduate Student	BSOS	2026

Ex-Officio

Pamela Phillips	Ex-Officio - Associate VP IRPA Rep	SVPAAP	2026
Tikeetha Thomas McLeod	Ex-Officio - Director of Human Resources Rep	VPA	2026

Continuing Members

Tom Hatcher	Faculty	ARHU	2026
Jessica O'Hara	Faculty	SVPAAP	2026

Chair

Kim Gonzalez	Chair	BMGT	2026

Equity, Diversity, & Inclusion (EDI) Committee

Vacancies
Exempt Staff

Nominated

Phoenix Sweeney	Non-Exempt Staff	ARHU	2027
Olivia Isaacs	Faculty	LIBR	2027
Swarna Mohan	Faculty	CMNS	2027
Delida Sanchez	Faculty	EDUC	2026
Dalton Greene	Graduate Student	ARHU	2026
Abhishek Prasad	Graduate Student	ENGR	2026
Eghosasere Ikpea	Undergraduate Student	BSOS	2026
Aidan Paul	Undergraduate Student	CMNS	2026

Ex-Officio

Dannielle Glaros	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2026
Yvette Lerma Jones	Ex-Officio - VP Student Affairs Rep	VPSA	2026
b a medina	Ex-Officio - Vice President for Diversity & Inclusion or Rep	PRES	2026
Angela Nastase	Ex-Officio - OCRSM Rep	PRES	2026
Laura Rosenthal	Ex-Officio - Provost's Rep	ARHU	2026

Continuing Members

Lanna Duarte	Exempt Staff	SPHL	2026
Jack Garrard	Exempt Staff	DIT	2026
Ashley Monroe	Non-Exempt Staff	BSOS	2026
Lacey Curry	Faculty	BSOS	2026
Joanne Klossner	Faculty	SPHL	2026

Chair

Felicia Bidgell	Chair	VPA	2026

Faculty Affairs Committee

Nominated

Bonnie Miranda	Staff	SPHL	2027
Ralph Bauer	Faculty Senator	ARHU	2027
Cortney Fisher	Faculty	BSOS	2027
Rachel Gammons	Faculty	LIBR	2027
Daniel Lathrop	Faculty Senator	CMNS	2027
Adam Lloyd	Faculty	ARHU	2026
Susan Moeller	Faculty Senator	JOUR	2027
Laurent Montesi	Faculty	CMNS	2027
Polly O'Rourke	Faculty Senator	INFO	2027
Danielle Powell	Faculty	BSOS	2027
Sarah Weiss	Faculty	LIBR	2026
Hyung Lee	Graduate Student	PUAF	2026
Seihoon Lee	Graduate Student	EDUC	2026
Rilwan Johnson	Undergraduate Student	BSOS	2026

Ex-Officio

Rashel Byrd	Ex-Officio - Director of Human Resources Rep	VPA	2026
Karen O'Brien	Ex-Officio - Ombuds Officer	PRES	2026
Jordan Sly	Ex-Officio - CUSF Rep	LIBR	2026
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2026
Blakely Pomietto	Ex-Officio – President's Rep	PRES	2026

Continuing Members

There are currently no continuing members in this group.

Chair

William Idsardi	Chair	ARHU	2026

Programs, Curricula, & Courses (PCC) Committee

Nominated

Felicia Low	Staff	SPHL	2027
Charlee Bezilla	Faculty	ARHU	2027
Amanda Chicoli	Faculty	BSOS	2027
Aris Cleanthous	Faculty	ENGR	2027
Cordelia Weiss	Faculty	CMNS	2027
Mohamed Salama	Graduate Student	JOUR	2026
Kayson Hughes	Undergraduate Student	INFO	2026
Cidel Tetteh	Undergraduate Student	CMNS	2026

Ex-Officio

Lisa Kiely	Ex-Officio - Undergraduate Studies Rep	UGST	2026
Jason Farman	Ex-Officio - Graduate School Rep	ARHU	2026
Daniel Mack	Ex-Officio - Dean of Libraries Rep	LIBR	2026
William Reed	Ex-Officio - Provost's Rep	SVPAAP	2026

Continuing Members

Theresa Bickham	Faculty	ARHU	2026
Matthew Cain	Faculty	LIBR	2026
Mel George	Faculty	PLCY	2026
Radford Skudrna	Faculty	ARHU	2026
Paul Turner	Faculty	SPHL	2026
Ji Seung Yang	Faculty	EDUC	2026

Chair

Meredith Gore	Chair	BSOS	2026

Staff Affairs Committee

Vacancies

Exempt Staff Contingent II
Non-Exempt Staff (Academic)

Nominated

Megan Campbell	Exempt Staff (Academic)	PLCY	2027
Maggie Haslam	Non-Exempt Staff Contingent II	ARCH	2027
Paul Keen	Non-Exempt Staff (Academic)	CMNS	2027
Stephanie Anokam	Student	INFO	2026

Ex-Officio

Suzanne Ashour-Bailey	Ex-Officio - CUSS Rep (Non-Voting)	ENGR	2027
Bradley Bower	Ex-Officio - Provost's Rep	SVPAAP	2026
Earl Cabellon	Ex-Officio - VP Student Affairs Rep	VPSA	2026
Meredith Carpenter	Ex-Officio - CUSS Rep	VPSA	2027
Clint Eury	Ex-Officio - Director of Human Resources Rep	VPA	2026
Dannielle Glaros	Ex-Officio - VP & Chief Administrative Officer Rep	VPA	2026
Adrienne Mayo-Brown	Ex-Officio - CUSS Rep (Non-Voting)	EDUC	2027
Kalia Patricio	Ex-Officio - CUSS Rep	VPSA	2027
Namrata Ram-Andriessens	Ex-Officio - CUSS Rep (Non-Voting)	VPA	2027
Maureen Schrimpe	Ex-Officio - CUSS Rep	VPSA	2027

Continuing Members

Alex Aiosa	Exempt Staff (Division)	DIT	2026
Ellen Jimenez	Non-Exempt Staff (Division)	VPF	2026
William Routzahn	Non-Exempt Staff (Division)	VPA	2026
Julie Siedel	Exempt Staff (Academic)	ENGR	2026
Troy Wainwright	Exempt Staff (Division)	VPUR	2026
Maggie Saponaro	Faculty	LIBR	2026

Chair

Raymond Nardella	Chair	VPSA	2026

Student Affairs Committee

Nominated

Leigh Ann DePope	Faculty	LIBR	2027
Michael Bochynski	Graduate Student	ARCH	2026
Shyma K Mohammed	Graduate Student Senator	BMGT	2026
Semileniola Salako	Graduate Student	ENGR	2026
Nicholas Walker Hirsch	Graduate Student Senator	ARHU	2026
Aditi Banka	Undergraduate Student	BMGT	2026
Saimon Bhuiyan	Undergraduate Student Senator	ARHU	2026
Allyson Escobar	Undergraduate Student	LTSC	2026
Elijah Foster	Undergraduate Student Senator	PUAF	2026
Zack-Buster Johnson	Undergraduate Student Senator	BSOS	2026
Oluwatobi Ogunbode	Undergraduate Student	CMNS	2026
Dylan Patel	Undergraduate Student Senator	CMNS	2026
William Pipkin	Undergraduate Student	ENGR	2026

Ex-Officio

Mary Kate Crawford	Ex-Officio - VP Student Affairs Rep	VPSA	2026
Linda Macri	Ex-Officio - Graduate School Rep	GRAD	2026
Matthew Supple	Ex-Officio - VP Student Affairs Rep	VPSA	2026
Laura Tan	Ex-Officio - Resident Life Rep	VPSA	2026
Keegan Clements-Housser	Ex-Officio - GSG Rep	JOUR	2026
Jefferny Lin	Ex-Officio - SGA Rep	CMNS	2026

Continuing Members

Keia Brown	Staff	SVPAAP	2026
Tyrese Fenty	Staff	PLCY	2026
Sydney Sharpstene	Faculty	ARHU	2026

Chair

Galen Richardson	Chair	BSOS	2026

Student Conduct Committee

Nominated

Monique Koppel	Faculty	CMNS	2027
Justine Madoo	Faculty	BSOS	2027
Beth St Jean	Faculty	INFO	2027
Laura Schneider	Graduate Student	BSOS	2026
John Seipp	Student	EDUC	2026
Caiden Byrnes	Undergraduate Student	SPHL	2026
Jasmine Flores	Undergraduate Student	PUAF	2026
Brooke Mustafa	Undergraduate Student	BSOS	2026

Ex-Officio

James Bond	Ex-Officio - Director of Student Conduct (Non-Voting)	VPSA	2026

Continuing Members

Joanna Wiley	Staff	LIBR	2026
Gideon Mark	Faculty	BMGT	2026

Chair

Paul Goeringer	Chair	AGNR	2026

IT Council

Vacancies

Enabling Research Working Group Chair

Nominated

Robert Sanner	Learning Technology Working Group Chair	ENGR	2027
William Loe	Graduate Student	CMNS	2026
Autumn Whetstone	Undergraduate Student	ARHU	2026

Ex-Officio

Michelle Appel	Ex-Officio - Provost's Rep	SVPAAP	2026
Jeffrey Hollingsworth	Ex-Officio - VP IT/CIO	DIT	2026
David Dahl	Ex-Officio - Dean of Libraries Rep	LIBR	2026
Andrew Sha	Ex-Officio - IT Student Advisory Committee	BMGT	2026

Continuing Members

Jennifer Boone	IT Security Advisory Committee Chair	VPR	2026
Mia Hinckle	Exempt Staff	INFO	2026
Katherine Russell	Enterprise Systems Working Group Chair	BSOS	2026
Dai-An Tran	Infrastructure Working Group Chair	VPSA	2026
John Bono	Professional Track Faculty	BMGT	2026
Kee-Young Moon	Tenured Faculty	LIBR	2026

Chair

Wolfgang Losert	Chair	CMNS	2026

Library Council

Vacancies

Faculty
Faculty

Nominated

Avik Dutt	Faculty	ENGR	2027
Jessica Grimmer	Faculty	INFO	2027
Rob Wells	Faculty	JOUR	2027
Jordan Sly	Library Faculty	LIBR	2026
Paul Umemezie	Graduate Student	SPHL	2026
Meredith Kleykamp	Faculty	BSOS	2027
Achya Zobayer	Undergraduate Student	LTSC	2026

Ex-Officio

Kevin Hildebrand	Ex-Officio - Division of IT Rep	DIT	2026
Daniel Mack	Ex-Officio - Libraries Rep	LIBR	2026
Wendy Stickle	Ex-Officio - Senate Chair-Elect	BSOS	2026
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2026

Continuing Members

Marilena Draganescu	Faculty	EDUC	2026
Michele Mason	Faculty	ARHU	2026
Ilai Saltzman	Faculty	ARHU	2026

Chair

John Cumings	Chair of the council	ENGR	2026

Research Council

Nominated

Lindsay Carpenter	Faculty	LIBR	2027
Russell Dickerson	Faculty	CMNS	2027
Katherine Guinness	Faculty	ARHU	2027
Md Hossain	Student	BMGT	2026
Reid Peterson	Graduate Student	CMNS	2026
Michelle Stasik	Undergraduate Student	ENGR	2026

Ex-Officio

Dean Chang	Ex-Officio - Chair of the Intellectual Property (IP) Committee	VPR	2026
Eric Chapman	Ex-Officio - VP Research Rep	VPR	2026
Blessing Enekwe	Ex-Officio - Graduate School Rep	GRAD	2026
Wendy Montgomery	Ex-Officio - Director of ORA Rep	VPR	2026
Kanitta Tonggarwee	Ex-Officio - President's Rep	PRES	2026
John Bertot	Ex-Officio - Provost's Rep	SVPAAP	2026
Douglas Roberts	Ex-Officio - Undergraduate Studies Rep	UGST	2026

Continuing Members

Rebecca Hunsaker	Staff	BSOS	2026
Bianca Bersani	Faculty	BSOS	2026
Thomas Hedberg	Faculty	VPR	2026
Melanie Killen	Faculty	EDUC	2026
Michael Pack	Faculty	ENGR	2026
Robin Puett	Faculty	SPHL	2026

Chair

Gerald Wilkinson	Chair	CMNS	2027