



# UNIVERSITY SENATE

## **University Senate Meeting Agenda for Wednesday, May 6, 2026**

3:15-5:00PM | Zoom

### **Agenda:**

1. Call to Order
2. Remarks from University of Maryland President Darryll J. Pines
3. Special Order Presentation:  
Veronica Marin  
Director, University Senate  
*Orientation: Senators, Senate Meetings, and Shared Governance*
4. Election of the University Senate Chair-Elect (Action)
5. Approval of the April 9, 2026 University Senate Meeting Minutes (Action)
6. Approval of the April 21, 2026 University Senate Meeting Minutes (Action)
7. Nominations Committee: *Transition Meeting Slate 2026-2027* (Senate Document 25-26-47) (Information)
8. Research Council Report: *Interim Malign Foreign Talent Recruitment Program Policy* (Senate Document #24-25-04) (Action)
9. Campus Transportation Advisory Committee (CTAC) Report: *Interim University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property* (Senate Document #25-26-18) (Action)
10. Faculty Affairs Committee Report: *Instructional and Teaching PTK Faculty Workload Policy (#24-25-15)* (Action)
11. Report of the Outgoing Chair, Sarah Dammeyer (Information)
12. Report of the Incoming Chair, Wendy Stickle (Information)



# UNIVERSITY SENATE

13. New Business

14. Adjournment



# UNIVERSITY SENATE

## University Senate Meeting

### Minutes for Thursday, April 9, 2026

Time: 3:15 PM - 5:00 PM

Location: ZOOM

Called to Order: 3:18 PM | Adjourned: 4:51 PM

Members Present: 125

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### Meeting Minutes:

#### 1. Call to Order

Chair Dammeyer called the meeting to order at 3:18 PM.

#### 2. Approval of the March 4, 2026, Minutes (Action)

Chair Dammeyer asked if there were any corrections to the minutes for the March 4, 2026, University Senate meeting. Hearing none, Chair Dammeyer declared the minutes approved as distributed.

#### 3. Report of the Chair (Information)

##### Delayed Approval of the April 9th University Senate Meeting Minutes

Chair Dammeyer shared that due to the short turnaround between the current and next University Senate meeting, the April 9, 2026, meeting minutes will be approved at the May 6, 2026, University Senate meeting.

##### 2026 Board of Regents' Staff Awards

Chair Dammeyer announced the winners of the 2025–2026 University System of Maryland (USM) Board of Regents staff awards. Chair Dammeyer explained that these awards represent the highest honor bestowed by the Board of Regents for the achievements of exempt and non-exempt staff employees at USM institutions. Chair Dammeyer shared that each year, the Staff Affairs Committee reviews campus-level nominations and recommends nominees to President Pines for system-level review. Chair Dammeyer announced that one campus nominee was selected for an award this year: Sheryl Grey, the recipient of the non-exempt staff award in the outstanding role model category. Chair Dammeyer stated that the board will recognize the awardees on Sunday, April 26, 2026, at a celebration.

Chair Dammeyer commended Sheryl Grey for her impressive accomplishments and, on behalf of the University Senate, thanked her for all she does for the University. Chair Dammeyer offered congratulations to Sheryl Grey. Chair Dammeyer also thanked the members of the Staff Affairs Committee for reviewing the nomination packets.

### University Senate Staff, Student, and Single Member Elections

Chair Dammeyer shared that the winners for the University Senate Staff, Student, and Single Member Elections were announced via email on March 13, and a list of winners is available on the University Senate website under "[Run for Senate Results.](#)"

Chair Dammeyer explained that the seat for the part-time undergraduate student senator was tied, and the University Senate office followed the plan of organization for a tie, which mandates that SEC members of that constituency vote to break the tie. Chair Dammeyer announced that the runoff election was completed on March 30, 2026, and the winner was announced via email to the part-time undergraduate student constituency the same day.

Chair Dammeyer added that the University Senate filled one of four non-exempt staff division vacancies. Chair Dammeyer stated that the University Senate office is conducting a final targeted nomination process to fill the remaining seats, with nominations accepted between April 3, 2026, and April 15, 2026. Chair Dammeyer shared that the election will run from April 16, 2026, to April 23, 2026, to fill the vacancy prior to the University Senate transition on May 6, 2026.

### Volunteering for University Senate Standing Committees & Councils

Chair Dammeyer reported that the volunteer period to serve on University Senate Standing Committees and University Councils opened earlier that week, on Monday, April 6, 2026.

Chair Dammeyer welcomed volunteers interested in applying who wish to contribute to university policy development, expand their campus network, add to their service portfolio, or make a real impact on important policies. Chair Dammeyer noted that the University Senate offers a wide range of committees covering various topics, appealing to anyone interested in getting involved.

Chair Dammeyer shared that the volunteer deadline is May 1, 2026. Chair Dammeyer told interested individuals to visit the University Senate website to submit a volunteer statement for the committees and councils they wish to join. Chair Dammeyer explained that the form allows applicants to provide a brief description of their interest and what they can contribute. Chair Dammeyer shared that the Committee on Committees will select volunteers and notify them over the summer. Chair Dammeyer indicated that a list of all committees and councils with volunteer opportunities will be provided. Chair Dammeyer announced that the link to learn more will be shared in the chat and will also be available in the meeting minutes.

Chair Dammeyer announced that the University Senate only has two more meetings this academic year, on April 21, 2026, and May 6, 2026. Chair Dammeyer specified that the May 6, 2026, meeting is a transition meeting, during which all continuing and newly elected senators have two important responsibilities. Chair Dammeyer explained these



responsibilities are to vote for the next Chair-elect and to receive the list of nominees for the elected committees and councils. Chair Dammeyer emphasized that senators should prepare for full agendas at both the April 21 and May 6 meetings. Chair Dammeyer urged senators to review all materials beforehand to ensure they are ready for an informed discussion on the items.

#### 4. Continued Business

##### **ERG Presentation on the *Proposal to Change the Senate Bylaws for the Equity, Diversity, & Inclusion Committee (Senate Document #25-26-11) (Information)***

Chair Dammeyer invited Kim Gonzalez, Chair of the Elections, Representation and Governance Committee, to present the ERG Presentation on the Proposal to Change the Senate Bylaws for the Equity, Diversity, & Inclusion Committee (Senate Document #25-26-11)

Gonzalez stated that the Committee received feedback on the proposal via a Google Form, sent it to all senators, and would be discussing all responses at the April 17, 2026, ERG meeting.

#### 5. Special Order

**Jack Blanchard**

**Associate Provost for Enterprise Resource Planning**

***Updates on the Implementation of Workday Student***

Chair Dammeyer invited Jack Blanchard, Associate Provost for Enterprise Resource Planning, to present updates on the Workday Student implementation.

Blanchard gave an overview of the presentation agenda with the goal of updating the campus on the Elevate Student Project launch progress.

Blanchard began by explaining the problem that the Elevate Student Project launch aims to correct: an outdated enterprise resource planning system. Blanchard noted that most of the current student systems no longer meet the complex needs of a flagship research university- similar to the University's modernization of financial and human resource systems with the transition to Workday.

Blanchard shared that Workday would replace some, but not all, of the student systems, and shared a graphic detailing the systems that would be replaced by Workday (SIS/Testudo Student Portal, SAR, Advise on the Web, UMEG, uAchieve, Candidate Clearance, Venus, ProSAM, OSFA Testudo, and Student Award System) and those that would not (Salesforce/TerpEngage, Common App, Optix, Canvas/EMOT, Scholarship Universe, Nelnet, 25Live, External Schedule of Classes, CourseLeaf/CIM).

Blanchard shared that this is a multi-year project that was started in 2023. Blanchard shared key milestone dates, including Architect and Configure, Testing, and multi-phase



rollout with five stages of functionality. Blanchard explained the methodology for a phased roll-out and shared the current process for the 220 operational processes being addressed in work sets.

Blanchard highlighted how Workday will simplify the student onboarding experience by consolidating start-of-semester tasks into a single system, clarifying student holds, and providing flexible registration planning.

Blanchard shared that this project requires a great deal of campus engagement and partnership, and gave a summary of the 175 individual partnerships with subject matter experts (SMEs) across campus, including:

- Finance Organization
- Division of Student Affairs
- Division of Information Technology
- Intercollegiate Athletics
- Division of Academic Affairs

Blanchard shared that stakeholder engagement also includes faculty and student advisory committees, faculty representatives from every college in the school, and both undergraduate and graduate students participating in ongoing feedback opportunities.

Blanchard also shared that course renumbering is being considered. The Workday project has worked with the Office of the Provost and the Registrar's Office to add a zero in the future to accommodate growth.

Blanchard reported that the launch is on schedule and thanked the many campus partners who have worked to ensure its success.

Blanchard shared the [elevate.umd.edu](https://elevate.umd.edu) website and the [elevate@umd.edu](mailto:elevate@umd.edu) email as resources, should there be any additional questions.

Senator Das, PTK, ENGR, noted that the University of Maryland Electronic Grading tool (UMEG) is one of the elements that may change, and asked if this update would also affect the faculty's view of UMEG.

Blanchard said the faculty's view of UMEG would change.

Chair Dammeyer thanked Blanchard for the presentation and opened the floor for questions. Hearing none. Chair Dammeyer moved to the next item on the agenda.

**6. APAS Committee Report: Proposal Regarding Conflicts with Scheduled Classes (Senate Document #24-25-29) (Information)**



Chair Dammeyer invited Shannon Buenaflor, Chair of the Academic Procedures & Standards Committee, to present on the APAS Committee Report: Proposal Regarding Conflicts with Scheduled Classes (Senate Document #24-25-29)

Buenaflor shared that the University Senate office received the proposal on February 11, 2025, which described concerns regarding faculty scheduling mandatory projects, presentations, or experimental activities outside of scheduled class time that conflict with scheduled courses, placing students in difficult class conflicts. Buenaflor stated that the SEC charged the APAS Committee with reviewing the proposal at its February 21, 2025, meeting.

Buenaflor shared that the committee began its review of the proposal in September 2025. As part of the review, the committee analyzed relevant policies that apply to the proposal, including the excused absence policy, the policy on the conduct of undergraduate courses, and the student grievance procedures. Buenaflor also stated that the committee conducted a comprehensive analysis in October 2025, which included examining similar policies and procedures on student appeals at Big Ten and other peer institutions. Buenaflor noted that this review conveyed that the issue of required course activities conflicting with scheduled classes represents a relatively uncommon policy focus among peer institutions.

Buenaflor added that the collective review focused on the importance of establishing clearer guidance and potentially policy language to ensure consistency, protect instructional time, and provide equitable solutions for students affected by class scheduling conflicts. Buenaflor stated that the committee also conducted consultations with various key stakeholders, including the following:

- A representative from the Undergraduate Student Ombuds Services on October 24, 2025
- The Faculty Affairs Committee on October 29, 2025
- Representatives from the Teaching and Learning Transformation Center (TLTC) who served as the designee of the Senior Vice President and Provost on October 31, 2025
- The Student Affairs Committee on November 3, 2025

Buenaflor shared that throughout consultations and committee discussions, the following topics were repeatedly discussed:

- The prevalence of class scheduling conflicts, particularly those involving "activities, assignments, and projects."
- And definitions of the following terms: "university-sponsored activity", "academic versus non-academic activities", "university authority", and "mandatory versus required".



Buenaflor stated that the committee evaluated the scope of these terms, their application and consistency in practice across all university policies, potential implications for faculty authority, impact on educational experiences, and student academic responsibilities.

Buenaflor shared that the committee reviewed existing policies and concluded that the excused absence policy currently guides students who need to miss scheduled class time. Buenaflor clarified that the core issue raised in this proposal concerns the application of current policy and the terminology used in these adopted policies. Buenaflor stated that the committee agreed that formally defining such terminology falls outside the scope of the current charge. Buenaflor stated that the committee resolved to collaborate with relevant university resources and campus affiliates to recommend operational guidance in lieu of creating a new policy or amending existing policy. Buenaflor added that the recommendations are currently reflected in Appendix One in the report.

Buenaflor requested, on behalf of the committee, that the recommendations outlined in this report, which identify the relevant campus offices in Appendix One, be shared accordingly, and that the Senate Document #24-25-29 be formally closed.

Chair Dammeyer opened the floor for discussion on the motion. Hearing none. **The motion carried.**

**7. Educational Affairs Committee Report: Resolution for Graduate Student Workers to Obtain Collective Bargaining Rights (Senate Document #24-25-25) (Action)**

Chair Dammeyer invited Jo Zimmerman, Chair of the Educational Affairs Committee, to present on the Educational Affairs Committee Report: Resolution for Graduate Student Workers to Obtain Collective Bargaining Rights (Senate Document #24-25-25).

Zimmerman noted that the report was submitted in response to the charge to gather more information on Senate Document #24-25-25.

Zimmerman stated that Senator Lyons, a graduate student from the Philip Merrill College of Journalism, introduced the resolution in support of democratic attempts to obtain worker collective bargaining rights during new business at the November 6, 2024, University Senate meeting. Zimmerman added that the Educational Affairs Committee (EAC) was subsequently charged with conducting research and gathering information before the University Senate voted on the resolution.

Zimmerman stated that the EAC began reviewing the charge in January 2025 and gathering relevant information. Zimmerman explained that due to regular committee membership cycles, the work initiated under Chair Phil Evers and the 2024-2025 EAC was handed off to and continued by the members of the 25-26 membership, and themselves as chair.



Zimmerman shared that the consultations from both academic years included the following:

- A written statement from Senator Lyons with a rationale for why the committee should review the resolution and obtain further information,
- Documented budget considerations that expanded the financial implications of a Graduate Labor Union,
- A meeting with the Faculty Affairs Committee is taking place on May 8, 2025
- A meeting with the Staff Affairs Committee, taking place on April 8, 2025
- A meeting with the Dean of the Graduate School, taking place on May 2, 2025
- Written response from the Graduate Student Government for supporting information, background, and intentions.
- Discussion with the Director and Associate Director of International Students & Scholars Services (ISSS) to gain an understanding of the impact on international students.

Zimmerman shared that the committee also deeply and repeatedly discussed the following topics throughout the year-long review:

- Intentions of the proposers and rationale of the request.
- Current UMD graduate student support structure and workload, specifically teaching requirements
- Classification of Graduate Assistantships as employment versus a core component of education and training.
- Alignment between student thesis work and roles taken for financial support.
- Current and relevant legislative matters

Zimmerman explained that, due to the in-depth research and the timing of the stakeholder consultations, the charge deadline was first extended to December 11, 2025, and then again to January 9, 2026. Zimmerman stated that, to convey the information most effectively, the EAC completed a collaborative and thorough report. Zimmerman shared that the findings report on the resolution for graduate student workers to obtain collective bargaining rights, which the committee approved on November 18, 2025, is included as Appendix Three within the University Senate documents for today.

Zimmerman stated that all material review, consultations, and topics of meeting discussions were taken into consideration when formalizing the report for the University Senate.

Zimmerman stated the committee's recommendations are intentionally limited and grounded in the scope of their charge. Zimmerman shared that the EAC does not recommend a position on whether to adopt or not adopt the resolution. Zimmerman recommended that the University Senate engage in a discussion and vote under the fullest provisions of Robert's Rules of Order at the current meeting.



Chair Dammeyer shared that, as the committee has made no recommendations, a motion would need to be made to move this to the floor for discussion and a vote.

Senator Hirsch, Graduate Student, ARHU, moved to adopt the resolution, thereby placing it on the floor for discussion. Motion was seconded.

Before the discussion began, Chair Dammeyer asked for a motion to limit speakers to two minutes, given the interest and volume of anticipated comments on this issue.

Senator Kahn, TTK, CMNS, asked a Point of Order question on whether the Report submitted by the Educational Affairs Committee includes the document referenced as Appendix Three.

Zimmerman shared that the charge begins on page 91 of the materials, the report on page 94, and the Appendix is included.

Senator Kahn, TTK, CMNS, thanked Zimmerman and moved to limit speakers to two minutes. Motion was seconded.

Senator Johnson, Undergraduate Student, BSOS, asked whether the two-minute limit applied to initial comments or the entirety of each individual's speaking time.

Chair Dammeyer clarified that the motion means everyone gets a total of two minutes to speak, and according to the bylaws, everyone who wants to speak gets one turn before anyone speaks a second time.

Chair Dammeyer called for a majority vote to limit discussion to two minutes. The vote was 81 in favor and 21 opposed. **The motion carried.**

Chair Dammeyer opened the floor for discussion on the Educational Affairs Committee Report: Resolution for Graduate Student Workers to Obtain Collective Bargaining Rights (Senate Document #24-25-25).

Stephen Roth, Associate Provost and Dean of the Graduate School, shared why many in leadership and among the faculty have concerns about the resolution. Roth stated that there remains genuine care for Graduate Assistants (GAs) among leadership and faculty who have a strong investment in their success. Roth explained that they see graduate assistantships, first and foremost, as a mentored educational experience rather than a standard employment relationship. Roth noted that for many students, GA work is closely integrated with scholarly development and contributes directly to degree completion.

Roth shared that they have been working directly and successfully with GAs to improve their experience and want to continue doing so. Roth stated that their goal is to ensure



GAs are supported, respected, and able to thrive at the University. Roth added that their concerns with this resolution are shaped by the recent experiences of peer institutions. Roth shared that in those settings, shifting GA assistantships toward an employee framework brought additional formal processes, hiring structures, and performance reviews that can change the character of faculty mentoring. Roth expressed the desire to protect the student-mentor foundation and avoid creating unnecessary barriers between mentors and GAs.

Roth noted that when GA costs and administrative requirements rise, peer institutions have responded by reducing the number of assistantships and shrinking doctoral cohorts. Roth emphasized the need to preserve the University's ability to recruit and support GAs, sustain research and teaching missions, and continue preparing the workforce the state depends on. Roth noted that opposition to this resolution does not reflect a lack of commitment to graduate students and remains committed to strengthening it through continued direct engagement and additional improvements to stipends, benefits, and policies.

Roth stated that ultimately, the goal is to protect the quality and inclusivity of graduate education. Roth shared that, however, this develops in Annapolis, they will continue working with GAs to ensure their experience remains centered on learning, mentorship, and excellence.

Senator Wasdin, TTK, ARHU, supported the motion, stating that although the position involves faculty mentoring, it is also collegial, and GAs should be recognized as essential workers and colleagues. Wasdin stated they would welcome frameworks that fully represent this relationship by giving GA workers a strong voice in their own working conditions.

Senator Smith, TTK, SPHL, agreed with Roth and stated that they are concerned the Resolution will have consequences that the graduate students who favor it may not realize. Smith explained that if the Resolution leads to increased costs, departments could be forced to reduce the number of graduate students. Smith added that reducing graduate assistantships would compromise the students' experience, as valuable mentoring occurs in labs where students learn from one another, and the important cohort experience would be diminished. Smith emphasized that opposition to the motion does not reflect a lack of support for GAs.

Senator Kahn, TTK, CMNS, agreed with Smith and stated that when collective bargaining fully takes effect, graduate programs will shrink, as individuals may not hire a graduate student when they can hire a technician or a post-doc at a lower salary. Kahn wondered whether the University Senate could have a collective bargaining discussion among graduate students about working conditions and expectations, rather than costs.



Senator Hirsch, Graduate Student, ARHU, shared that the Maryland House passed a bill favoring graduate student unionization and bargaining rights and sent it to the State Senate. Hirsch believed the resolution's passage could influence the bill. Hirsch noted that eight of the ten Big Ten schools had already unionized, leaving the University as one of only two that had not. Hirsch stated that the predicted negative outcomes, changes in relationships, increased costs, and reduced assistantships had not occurred at most unionized schools. Hirsch was unable to find peer-reviewed sources supporting these counterarguments and requested that any such sources be shared. Hirsch shared that most opposing arguments he had seen were primarily anecdotal. Hirsch emphasized that the resolution would not result in a sudden jump in payment for GAs.

Senator Stoltz, PTK, EDUC, shared that they were a former doctoral student at the University and a former public school teacher with collective bargaining rights. Stoltz believed that equity was a fundamental challenge at the University of Maryland for faculty, staff, and graduate students. Stoltz thought collective bargaining helped support equitable outcomes. Stoltz stated that the resolution demonstrates support for graduate students' ability to collectively bargain and that this should be a right of all workers.

Senator Wohlfarth, TTK, BSOS, shared that they are the current Director of Undergraduate Studies in Government and Politics and a former Director of Graduate Studies (DGS), who supervised a program with 80 active doctoral students, and was a former doctoral student. Wohlfarth believed that while the goals of ensuring student success and happiness were aligned, they must operate within departmental constraints, including preserving the faculty-student mentoring relationship and preventing program contraction. Wohlfarth stated that program contraction could reduce seminar discussions to the point of depriving students of diverse thought. Wohlfarth was concerned that faculty might redirect resources to offset contraction, given the high value placed on robust graduate programs and upward pressure on tuition. Wohlfarth clarified that the Big Ten is more than 10 schools, and when tuition is sorted, four of the bottom five in-state tuition schools in the Big Ten are schools that do not have graduate student unionization.

Senator Raianu, TTK, ARHU, shared support for the Resolution and Senator Hirsch's point about evidence of the negative effects of collective bargaining. Senator Raianu shared that unionization should be discussed in relation to quality of work, quality of life, and budget. Raianu shared that, in their capacity as Director of Undergraduate Studies, they worked with students in a 100% employment role, where graduate students led discussion sessions, graded, and engaged face-to-face with undergraduate students; Raianu believed this employment relationship should be recognized formally through collective bargaining.

Senator Williams, TTK, AGNR, seconded Dean Roth's prior comments. Williams explained that in his department, GAs were viewed primarily as students rather than workers. Williams noted that the department sought money to retain students, not



because it needed workers, but because it wanted to do what was best for students. Williams spoke with students at Boston University and the University of California about their union experiences, and they said students described highly disruptive graduate-student strikes that harmed both graduate and undergraduate education. Williams added that unionization resulted in increased bureaucracy, greater formalization in dealing with graduate students, and program downsizing. Williams worried that downsizing could eliminate his department's PhD program within a couple of years, a risk if the motion made things more expensive.

Senator Chan, TTK, AGNR, asked about the advantages and disadvantages of graduate students remaining solely students versus having the status of a worker recognized through collective bargaining.

Chair Dammeyer thanked Senator Chan for the question and hoped that it would be answered through further discussion.

Senator Trapuzzano, TTK, LIBR, noted the frequent discussion of concerns and unforeseen consequences, questioning for whom they were intended. Trapuzzano stated that graduate student workers are students when enrolled but become workers when they clock in and receive payment. Trapuzzano shared that the majority of campus graduate student workers have already joined the graduate labor union and questioned why faculty, staff, and administrators should speak for students whose majority desires are already clear. Trapuzzano acknowledged the expense and budget cuts but stated that the allocation of funds reveals the institution's priorities. Trapuzzano concluded that the current allocation communicates that student workers are not a priority. Trapuzzano added that they support the motion.

Senator Das, PTK, ENGR, stated they supported the motion. Das noted that collective bargaining, as outlined in the resolution, is not limited to salary but also includes working conditions and other aspects of what people can and cannot do, and that those who do the work should have a say in that discussion. Das also pointed out that the resolution represents the beginning of the bargaining process, not the end. Das acknowledged the reality of upward salary pressure experienced in their lab and other departments and centers. However, Das asserted that this pressure should not prevent others from having the right to bargain.

Senator Jones, PTK, CMNS, spoke in favor of the motion. Jones shared their experience as a graduate union member at the University of Illinois from 2007 to 2015. Jones recalled that during that time, only two short-term collective strike actions, lasting one or two days. Jones stated that collective bargaining focused on "raising the floor" for graduate students, not the ceiling. This approach was aimed at protecting the most vulnerable graduate students, specifically addressing anecdotes of students being taken advantage of or assigned unfair workloads. Jones emphasized that graduate students have been working for years to gain recognition, indicating that their request is well



considered. Jones recalled recent comments from graduate students at a meeting this semester, in which they informed the President that they had not been properly paid under their signed agreements. Jones encouraged people to consider that there may be students left out of departments because they can't afford graduate school at the current rates. Supporting the motion could increase diversity of thought by bringing in people who couldn't otherwise afford to attend graduate school on a meager salary.

Senator Williams-Pierce, TTK, INFO, spoke in favor of the motion. Williams-Pierce related to Jones's point about the diversity of thought, stating that they were one of the students who would not have been able to attend graduate school without an assistantship, subsidized graduate loans, and side hustles. Williams-Pierce firmly believes that a good scientist can focus on their work. Therefore, having students not worry about paying rent or knowing who to talk to when not getting paid is important if the goal is for them to do good work. Williams-Pierce shared that the students are already a union, and the question is whether they are allowed to speak as one. Williams-Pierce asserted that it does not make sense for those paid significantly more than the students to have any idea of what student workers' experience is like.

Senator Braslavskiy, Graduate Student, AGNR, served as a graduate assistant, teaching assistant, and research assistant for over six years in the program, and in none of these roles was the direct supervisor connected to their committee. Braslavskiy's research was separate from their departmental work, leading them to view their teaching assistantship work and research as two independent parts of their career and life that should be recognized and function independently. Braslavskiy acknowledged that students working directly for their advisor might require a more nuanced approach. Braslavskiy added that the current discussion has overly focused on the benefits and disadvantages of unionizing. Instead, the motion's true purpose is to recognize the fundamental right of graduate students to unionize as workers, regardless of whether they ultimately choose to exercise that right. Braslavskiy stated that if this fundamental right is recognized, the bill should be supported, and other concerns, like the impact of a pay increase on programs, should be addressed later in discussions with a union if one forms.

Senator Stoltz, PTK, EDUC, asked if they could move to a vote on this resolution.

Chair Dammeyer responded that if they retract their motion, they can vote on it if there's no further discussion.

Senator Stoltz, PTK, EDUC, retracted their motion.

Senator Hazkani, TTK, ARHU, expressed support for collective bargaining rights for graduate students, specifically given the attacks on higher education, and noted that collective bargaining could further protect graduate students as instructors in the classroom and their academic freedom/free speech.



Senator Espindola, TTK, CMNS, spoke in favor of the Resolution. Espindola noted that international graduate students are not allowed to work outside of their program because doing so would result in the loss of their visa status. Espindola stated that in an expensive area, if the institution expects graduate students to work on the side or secure external funding, international students are at a disadvantage because they cannot take on side jobs. Espindola stated that while it is fair for all people to request fair pay to live properly, this issue is extreme for international students who cannot consider working on the side.

Senator Johnson, Part-Time Undergraduate Student, BSOS, shared the perspective that this is not a vote to raise or lower stipends, but a vote on whether the University Senate supports allowing graduate students a seat at the table to discuss concerns and issues, and to communicate with leaders about solving them.

Hearing no further discussion, Chair Dammeyer called for a vote on the motion. The vote was 66 in favor, 34 opposed, and 6 abstentions. **The motion carried.**

## **8. New Business**

Chair Dammeyer called for New Business. Hearing none.

## **9. Adjournment**

The meeting was adjourned at 4:51 PM.





# UNIVERSITY SENATE

## University Senate Meeting

### Minutes for Tuesday, April 21, 2026

Time: 3:15 PM - 5:00 PM

Location: ZOOM

Called to Order: 3:20 PM | Adjourned: 4:48 PM

Members Present: 129

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### Meeting Minutes:

#### 1. Call to Order

Chair Dammeyer called the meeting to order at 3:20 PM.

#### 2. Report of the Chair (Information)

##### Top Hat Technical Difficulties

Chair Dammeyer shared that due to technical difficulties with Top Hat, University Senate attendees used the Zoom “raise hand” feature to count votes.

##### Delayed Approval of the Minutes from the April 9th University Senate Meeting

Chair Dammeyer reminded the Senate Executive Committee (SEC) that due to the short turnaround between meetings, the University Senate would approve the April 9, 2026, and April 21, 2026, meeting minutes at the May 6, 2026, meeting.

##### Update on the Special Election for the Non-Exempt Staff: Division Seat

Chair Dammeyer shared that the University Senate was unable to fill one of four Non-Exempt Staff-Divisions vacancies during their election period. Chair Dammeyer reported that the University Senate Office conducted a special election to ensure the remaining seat could be filled. Chair Dammeyer noted that nominations were collected between April 3 and April 15, 2026, and 3 candidates were eligible. Chair Dammeyer stated that the Non-Exempt Staff-Division seat special election opened on April 16, 2026, and will close on April 23, 2026.

##### Committee & Council Volunteer Period

Chair Dammeyer shared that there is still time to volunteer for one of the 10 University Senate standing committees and councils for the upcoming academic year. Chair Dammeyer welcomed volunteers interested in contributing to policymaking, expanding their campus network, adding to their service portfolio, and impacting policy change. Chair Dammeyer shared that the University Senate offered a wide range of committees. Chair Dammeyer announced the volunteer deadline was May 1, 2026.

Chair Dammeyer requested that interested members submit a volunteer statement through the University Senate website for the Committees or Councils they wish to join. Chair Dammeyer added that applicants should provide a brief description of their interest

and contribution on the form. Chair Dammeyer shared that the Committee on Committees would select and notify volunteers over the summer. Chair Dammeyer confirmed selected volunteers would hear back in late summer. Chair Dammeyer shared a link for the University Senate body to learn more about joining a committee or council. [senate.umd.edu/join-committee](https://senate.umd.edu/join-committee).

#### Remaining University Senate Meetings

Chair Dammeyer noted this was the final meeting for the outgoing Senators. Chair Dammeyer thanked all outgoing Senators for their work, including their service on committees and their commitment to shared governance. Chair Dammeyer added that their engagement provided a valuable perspective for President Pines, and they contributed to policies that will shape the University's future.

#### University Senate Transition Meeting

Chair Dammeyer shared that the May 6, 2026, University Senate Transition Meeting would include all continuing and incoming Senators and Deans. Chair Dammeyer noted it would also be their last meeting as the University Senate Chair. Chair Dammeyer stated that on April 29th, continuing and incoming Senators, and Deans would receive Zoom invitations and materials for the May 6, 2026, Transition Meeting. Chair Dammeyer announced that at that meeting, Wendy Stickle would take over as the University Senate Chair, and the University Senate would elect a new Chair-Elect.

#### Nominations Committee Slates

Chair Dammeyer explained that the bylaws stated that all continuing and incoming Senators would receive the 2026-2027 Nominations Committee Slates 10 working days before the Transition Meeting. Chair Dammeyer added that continuing and new Senators will receive the Slates on Wednesday, April 22, 2026. Chair Dammeyer asked members to note that slates will only be distributed to incoming and continuing members; outgoing Senators will not receive them. Chair Dammeyer instructed all continuing Senators to review the slates before the next University Senate meeting on May 6, 2026. Chair Dammeyer added that the University Senate will hold elections for the next Chair-Elect and, afterward, distribute a survey for the election of the elected committees and councils.

### **3. Special Order**

**Jennifer King Rice**

**Senior Vice President and Provost**

***Strategic Plan Update***

Chair Dammeyer invited Jennifer King Rice, Senior Vice President and Provost, to present an update on the Strategic Plan.

Provost Rice thanked Chair Dammeyer and the University Senate for the opportunity to present. Provost Rice began by acknowledging that Fearlessly Forward is the strategic plan (The Plan) guiding the University of Maryland to pursue excellence and impact for



the public good. The presentation to the University Senate represents the annual report on The Plan.

Provost Rice shared that the full report was made available online at [plan.umd.edu](http://plan.umd.edu) and thanked all campus partners who made the report and presentation possible.

Provost Rice began by reviewing the history of Fearlessly Forward, which was launched in 2022 with four strategic commitment implementation committees advising on appropriate targets and metrics for assessing progress. Provost Rice emphasized that since the origin of this Plan, the approach has been strategic and collaborative, with faculty, staff, and student leaders forming these advisory committees.

Provost Rice reviewed the implementation process, which includes annual priority-setting and vetting priorities with groups and leadership across campus, making investments aligned with initiative goals, assessing progress, and finally reporting on that progress.

Provost Rice highlighted some of the high-level achievements, which included:

- 25+ Signature Initiatives
- \$389 million in total UMD investments
- All Divisions & Colleges engaged in implementation and data collection

Provost Rice also emphasized that more than half of the monetary investments have gone toward salary increases for faculty and staff since The Plan began, as well as stipends for graduate assistants and almost \$80 million to the Terrapin Commitment Program to provide need-based aid to Maryland students.

Provost Rice provided an overview of progress on each key initiative in The Plan.

#### 1. We Reimagine Learning

This pillar involved developing innovative and inclusive approaches to teaching, expanding experiential learning, and fostering multi-disciplinary collaboration. Applicable elements of this pillar include learning environment modernization, teaching innovation grants, the Office of Undergraduate Research, TLTC Teaching Academy, Arts for All, and Special Undergraduate Programs.

Provost Rice highlighted graduate rate improvements, which included UMD graduating more than 88% of first-time students within six years and over 79% within four years, as well as learning environment modernization and teaching innovation results, such as:

- \$16.7 million total investment since 2022
- 113,250 student seats impacted
- 2,841 instructors have benefited
- \$4.5 million combined investment



- 187 projects and over 300 courses
- All schools and colleges are represented

Provost Rice also reviewed several newly launched programs and initiatives in the Office of Undergraduate Research.

- 7,000+ Students have participated in FIRE (First-Year Innovation & Research Experience), IRIE (Immersive Research Internship), and SPIRE (Student-Proposed Innovation & Research Experience) programs
- ForagerOne
- 188 undergraduate students participated in VIP (Vertically Integrated Projects), which engage undergraduate students in course-based project teams led by UMD campus partners
- and 1,733 faculty, staff, and students have participated in Teaching Academy Sessions
- 40 grants awarded, 50 events planned, and 2,000 participants through Arts for All

## 2. We Take on Humanity's Grand Challenges

Provost Rice shared that there are over 50 projects representing investment in faculty, staff, students, and alums, while leveraging the campus location to amplify research, scholarship, and creative activities.

Provost Rice highlighted some of these projects, including:

- Grand Challenges Grants
- Maryland Democracy Initiative
- ARTificial Intelligence Interdisciplinary INstitute at Maryland (AIM)
- Research Resilience Initiatives
- PROGRESS
- The 1856 Project
- Climate Action Plan
- xFoundry @ UMD

Provost Rice also shared that among the Grand Challenges projects, the campus leadership has seen 450 partnerships created, every county in Maryland involved, over 6,000 students engaged, and \$55 million in additional external funding returned.

In addition to the highlights, Provost Rice detailed several key programs, including the Maryland Democracy Initiative, AIM, and building infrastructure for public impact.

For the Maryland Democracy Initiative, these details included:

- 25+ Research Projects
- 15+ Teaching and Learning Initiatives
- 20+ Civic Engagement Initiatives



- 15+ Publications and 15 Major conferences
- 500+ Faculty & Staff
- 3,300 students
- 11, 568 external stakeholders

For AIM, these included:

- An increase from 186 to 224 faculty involved since 2024
- AI degree programs, including M.S. in Artificial Intelligence, B.A. in Human-Centered Artificial Intelligence, and B.S. in Computational Structures for AI Systems
- 22 Proposals awarded across 10 schools and colleges

For building infrastructure for public impact, these details included:

- Involvement of new support units (Center for Community Engagement, Office of Undergraduate Research)
- Interdisciplinary fundraising
- Program sustainability plan
- Media training
- Institutional and Team awards (each project eligible to receive \$1.5M total, and each team receiving \$600K)

Provost Rice emphasized that the Grand Challenges Projects illustrate how research and science at the University of Maryland translate into public impact and demonstrate the public value the university brings to the state.

Provost Rice also reviewed the research resilience initiatives, which represent 82 projects awarded a total of \$5.25 million across 30 disciplines. These include a specific focus on the changing federal landscape, investment in capacity, and positioning UMD for growth.

### 3. We Invest in People and Communities

Provost Rice shared targeted investments in this area, including financial support programs, professional development initiatives, and recognition systems, which may help build a more supportive and inclusive environment.

Achievements in this area that Provost Rice emphasized included:

- Terrapin Commitment, a need-based financial aid program supporting 4,469 students in FY2025 and starting Fall 2026, will ensure that 100% of tuition and fees are covered for families making less than \$75,000.
- Graduate housing facility that will serve almost 750 individuals
- Fearlessly forward awards for staff that saw 256 nominations, and 25 staff were awarded



- 275 faculty and staff completed Excellence in Supervision training

Provost Rice also specifically detailed success in mental health and well-being investments, which included a 65% increase in Terps reached by Mental Health and Well-Being at UMD. The Counseling Center had an average of 1.87 business days to schedule a visit, a decrease of almost 10 days since 2020. Provost Rice also highlighted the Unity Center, which opened in Fall 2025 and houses five lounges and a multipurpose room that aim to honor community, history, and connection.

#### 4. We Partner to Advance the Public Good

Provost Rice shared the community engagement, innovation, and collaboration UMD participates in at local, state, and global levels.

Provost Rice also shared that, in AY2025-2026, the University was nationally recognized for community engagement work, earning the Carnegie Foundation Classification for Community Engagement. The partnership between the Center for Community Engagement and the Office of Faculty Affairs allows clear opportunities to document impactful collaborations with external partners. There was also a launch of the Pathways Forward Resource Hub, which supports Marylanders impacted by federal workforce layoffs, job transitions, and funding changes. The Hub has reached 14,239 users.

Provost Rice also highlighted Do Good Campus initiatives, which have a \$460K cumulative investment in Do Good Campus funds, powering 27 projects across all colleges and schools. MPower, a collaboration with UMB to strengthen and serve the state of Maryland and its residents, was also highlighted, with:

- 135 faculty, staff, postdocs, and students
- 20 student interns and trainees
- 2 government agencies co-located on-site
- 20+ industry partnerships

Provost Rice also shared updates on the Quantum and Discovery District, which houses 200+ quantum researchers, the Applied Research Laboratory for Intelligence and Security (ARLIS) headquarters, 10 quantum-focused centers, and is ranked #9 by U.S. News for best graduate schools in quantum.

In summary, Provost Rice highlighted overall progress driven by four strategic commitments, emphasizing that the University is on an upward trajectory despite federal, state, and financial challenges. Research investment has grown significantly since 2021, increasing by \$177 million to over \$700 million annually, reflecting both expanded capacity and successful strategic efforts. Although there was a small dip in 2025 due to federal changes, the decline was relatively minor compared to other institutions and was mitigated by resilience initiatives.



The University continues to rank among the top public research enterprises (in partnership with the University of Maryland, Baltimore) and maintains a thriving innovation ecosystem. It has also earned recognition in areas like academic rankings, student support, and entrepreneurship.

The strategic plan represents a road map for success and a broader commitment to long-term impact, cultural change, and sustained momentum. Provost Rice expressed optimism about future growth and gratitude to the community for advancing The Plan.

Chair Dammeyer thanked Provost Rice and opened the floor for questions.

Senator Nguyen, GRAD, CMNS, recommended support for international graduate students who face increasing vulnerability with visa restrictions and federal policy changes.

Provost Rice thanked Senator Nguyen for the question and for investing in shared governance. Provost Rice shared that in the last five years, the institution has made significant investments in graduate education, with a focus on supporting international graduate students during a volatile period. New systems and coordinated support structures, led by relevant offices such as the Office of General Counsel or Student Affairs, have been established to respond quickly to challenges such as visa or travel issues, alongside an advisory committee that gathers real-time student feedback. Provost Rice shared that additional efforts included expanding graduate housing near campus and ongoing leadership engagement to improve responsiveness and overall support for graduate students.

Senator Wein, TTK, HIST, asked about obtaining visas for international talent, specifically, what the University is doing about new H-1 B visa fees that may be affecting the hiring process at the University.

Provost Rice shared that the institution is still navigating the issue, working with leadership to ensure it can attract and recruit top talent. Provost Rice emphasizes that this is a shared challenge that the campus community and Big Ten peers must navigate together. Although no clear solution has been reached yet, Provost Rice stressed the urgency of finding one, given ongoing hiring efforts.

Chair Dammeyer thanked Provost Rice and closed the discussion.

#### **4. Elections, Representation & Governance (ERG) Committee Report: *Proposal to Amend Senate Bylaws Regarding Senate Committee Charges (Senate Document #25-26-10) (Action)***

Chair Dammeyer invited Kim Gonzalez, Chair of the Elections, Representation & Governance Committee, to present on the Elections, Representation & Governance (ERG) Committee Report: Proposal to Amend Senate Bylaws Regarding Senate Committee Charges (Senate Document #25-26-10).



Gonzalez shared that in August of 2025, the University Senate Office received a proposal to amend the University Senate bylaws specifically regarding how committee reports are presented to the University Senate.

Gonzalez explained that the proposal was submitted with the recommendation that any policy change brought forward by a University Senate committee may not be amended on the University Senate floor unless a detailed written objection outlining the specific concerns is submitted to the Office of the University Senate at least 48 hours in advance of the meeting at which the recommendation is scheduled to be presented.

Gonzalez shared that the ERG Committee was charged by the SEC and spent a little over 6 months conducting a thorough review of the proposal, the potential bylaw amendment, and its operational implications.

Gonzalez shared that throughout the Fall semester, the committee reviewed the results of the Big Ten research and the positives and negatives of a 48-hour notice on potential amendments. Gonzalez added that the committee discussed the constraints and logistics of the University Senate procedures, including timing of material posting, quorum, and voting applications, as well as the frequency of the issue (i.e., how often do amendments occur on the floor).

Gonzalez stated that the Committee members elected to receive senator and committee member feedback via an asynchronous Google Form with several options, along with a space for additional feedback. Gonzalez shared the poll results, which showed that over 80% of respondents supported Option C: Adopt Language in Proposal, with a 2/3 Vote Exception and a Definition of "detailed objection."

Gonzalez announced that at the March 5, 2026, ERG Committee Meeting, the members agreed on the principle of requiring a 48-hour requirement with a 2/3 vote to override. The members noted that this is also in line with practices at other Big Ten peer institutions. Gonzalez added that the members agreed this would allow the University Senate to act when a proposal is time-sensitive or requires an urgent amendment. This preserves the University Senate's authority while introducing a deliberative threshold that encourages members to carefully assess amendments submitted to carefully crafted reports.

Gonzalez stated the ERG recommends that the Bylaw amendment, as presented, be approved.

Chair Dammeyer opened the floor for discussion on the motion.

Senator Lathrop, TTK, CMNS, stated that this is a major deviation from Robert's Rules of Order. Lathrop added that when significant editing problems exist in bills, this proposal



would prevent people from addressing them during the meeting, thereby removing a layer of democracy from the process. They added that they do not support the motion.

Senator Das, PTK, ENGR, asked what "sufficiently in advance" means, since it was left undefined and could be used as an exception at any time.

Gonzalez asked which specific wording they are asking about.

Senator Das, PTK, ENGR, specified they were referring to the last sentence: "The committee will announce proposed recommendations sufficiently in advance".

Gonzalez shared that the material must first go through the SEC, and its release will occur when all materials are posted, which they consider "sufficiently in advance". They suggested the phrasing implies this process because the ERG Committee doesn't post it themselves.

Senator Das, PTK, ENGR, suggested adding greater specificity to the statement later.

Gonzalez acknowledged the need for more specificity, which they couldn't provide immediately, but noted that a vote against the proposal would prompt a redefinition.

Senator Kahn, TTK, CMNS, noted the language on the screen talks about a "40 hour time window" and asked if fixing that kind of typo would require a 48-hour advance notice.

Gonzalez replied that they believe this would be considered a typo, so it would not require 48 hours' advance notice.

Senator Kahn, TTK, CMNS, asked if the language includes a sentence about typos.

Gonzalez replied that it does not.

Senator Kahn, TTK, CMNS, opposed the proposal, stating that while wordsmithing at University Senate meetings can waste time, the current proposal is flawed, even containing a typo, and should not be passed in its current state.

Chair Dammeyer asked if there were any objections to correcting the typo from "40-hour time window" to "48-hour time window". Hearing no discussion, the correction will be made. Chair Dammeyer opened the floor back up for discussion on the motion.

Senator Smith, TTK, SPHL, agreed with Senator Kahn and Lathrop that these changes degrade the democratic process by departing from Robert's Rules of Order. Smith stated they do not support the proposal.



Jeffrey Hollingsworth, Vice President & Chief Information Officer, asked if the 48-hour recommendation was intended to prevent unintended consequences from hastily drafted amendments on the University Senate floor, and to ensure adequate time for general counsel review, rather than to circumvent democracy.

Gonzalez confirmed that this was part of the rationale, noting that the time also allows the committee to explain the original rationale further and ensures that anything approved has been fully vetted, similar to the original proposal.

Senator Stillwell, PTK, PLCY, asked for clarification on the logistics of the vote, specifically how and when it would take place if the 48-hour window occurs before a meeting when the group is not convened.

Gonzalez explained that an amendment would be proposed during the meeting's timeframe, either by someone presenting an item already submitted 48 hours in advance, or by being brought up during discussion, and that any such amendment could be voted on but would only pass if it received two-thirds approval.

Senator Stillwell, PTK, PLCY, asked for confirmation on whether an amendment filed at least 48 hours before a meeting still requires a majority vote for approval at the next meeting.

Gonzalez clarified that an amendment filed 48 hours in advance would be regularly voted on, similar to the committee's recommendation, and one would be chosen as the main proposal by a regular vote. They added that the two-thirds vote would be required only if an amendment were brought up during floor discussion, allowing it to move forward without being sent back to the committee for further review.

Stillwell stated they still do not understand the 48-hour requirement.

Gonzalez explained that the 48-hour period occurs earlier, when the University Senate office distributes all materials. This allows people to review the information and suggest amendments ahead of the University Senate meeting. Gonzalez added that submitting an amendment in advance gives the committee time to review the thoughts and prepare their presentation, ensuring that both the original material and the proposed amendment can be discussed at the meeting, after they have been vetted more thoroughly than a spur-of-the-moment idea.

Senator Stillwell, PTK, PLCY, asked if people can present impromptu amendments.

Gonzalez stated they can, but it would require a two-thirds vote to pass.

Senator Stillwell, PTK, PLCY, asked for confirmation that an item presented at least 48 hours in advance requires only a simple majority vote. They then asked whether the



current status quo prevents anyone from presenting an amendment during that 48-hour period.

Gonzalez confirmed that the current status quo allows people to come up with amendments during the meeting to adjust what the committee proposed, and those amendments would be voted on. The new proposal dictates that if an amendment is brought up during discussion and voted on, it requires a two-thirds majority rather than a 51% majority.

Senator Keshavarz-Karamustafa, TTK, ARHU, asked for confirmation on whether an amendment was proposed 48 hours before the University Senate meeting and subsequently implemented; only the amended version, and not the earlier version, would be voted on.

Gonzalez responded that both versions would be seen.

Senator Keshavarz-Karamustafa, TTK, ARHU, asked whether they would vote on both versions or just discuss them.

Chair Dammeyer stated that adopting an amendment involves discussing and voting on the amendment and then discussing and voting on the regular motion. They confirmed that the same process would apply in this case.

Senator Hirsch, Graduate Student, ARHU, questioned the ambiguity of the phrase "sufficiently in advance of the meeting," noting that it creates uncertainty about how much time members have to review materials before submitting a 48-hour advance amendment. They expressed concern that the language governing the release time of initial reports would affect members' ability to submit amendments within the 48-hour window, especially for very long reports. Hirsch asked whether there had been any discussion on this matter or whether it would cause the deliberation process to extend into the rest of the month between meetings.

Gonzalez clarified that the University Senate office distributes the agenda and materials at least a week before the meeting. The 48-hour advance amendment window gives Senators about five days to review materials, whereas under the current practice, anyone can offer amendments during the meeting upon hearing the proposals for the first time.

Senator Lathrop, TTK, CMNS, stated that because the University Senate is only advisory to the President, who can accept or reject any amendment regardless of Campus Council review, the proposal addresses no actual problem other than potential embarrassment for the University Senate. They stated that amendments are crucial for the University Senate to voice its position, and that this revision serves as another barrier, especially since the time for initial materials release is based solely on practice



rather than a formal rule, creating ambiguity about review time despite the 48-hour window for amendments.

Senator Kahn, TTK, CMNS, opposed the proposal, stating that it would prevent second amendments and the development of ideas during discussion. They expressed concern that the change would result in the University Senate giving more automatic approvals. Kahn also noted an instance where a 200-page document was received only 24 hours before a meeting.

Chair Dammeyer moved the discussion to a vote on the bylaws change.

Senator Stillwell, PTK, PLCY, suggested the vote be conducted anonymously.

Chair Dammeyer stated that since it was an open meeting, the votes did not need to be anonymous.

The vote was 42 in favor and 62 opposed. **The motion did not carry.**

**5. Elections, Representation & Governance (ERG) Committee Report:  
*Revisions to the Maryland Fire and Rescue (MFRI) Plan of Organization  
(Senate Document #25-26-40) (Action)***

Chair Dammeyer invited Kim Gonzalez, Chair of the Elections, Representation & Governance Committee, to present on the Elections, Representation & Governance (ERG) Committee Report: Revisions to the Maryland Fire and Rescue (MFRI) Plan of Organization (Senate Document #25-26-40)

Gonzalez shared that the University of Maryland's plan for shared government mandates that all college, school, and library plans of organization must conform to university and University Senate provisions and be approved by the University Senate. The ERG committee, responsible for these reviews, initially reviewed the MFRI plan in November 2025 and noted no major changes since its last University Senate approval in 2016. Gonzalez added that as part of the process, they invited Audrey Williams, Director of Administrative Services from MFRI, to their November 17 meeting to discuss priorities and specific revisions. Since the ERG committee approved the revisions without amendments at its March 5 meeting, it recommends that the MFRI plan of organization be approved.

Chair Dammeyer opened the floor for discussion on the motion. Hearing none. The vote was 103 in favor, 0 opposed, and 1 abstained. **The motion carried.**

**6. Elections, Representation & Governance (ERG) Committee Report:  
*Revisions to the School of Public Health (SPHL) Plan of Organization  
(Senate Document #13-14-37) (Action)***

Chair Dammeyer invited Kim Gonzalez, Chair of the Elections, Representation &



Governance Committee, to present on the Elections, Representation & Governance (ERG) Committee Report: Revisions to the School of Public Health (SPHL) Plan of Organization (Senate Document #13-14-37)

Gonzalez shared that the review process began in September 2023 and culminated in the ERG committee submitting recommendations to update the plan after receiving the SPHL's latest review in January 2025. These recommendations were based on the latest college plan guidelines and included clarifying staff and student definitions, ensuring compliance with Robert's Rules of Order, and addressing Table of Contents issues. Gonzalez stated that after a representative from SPHL met with the ERG committee on October 23 to discuss feedback, SPH submitted revisions, which the ERG committee approved on February 3. The Faculty Affairs Committee then reviewed sections related to faculty Appointment, Promotion, and Tenure (APT) and Appointment Evaluation and Promotion (AEP). Gonzalez added that following further recommendations and a revised submission from SPHL, both the Faculty Affairs and ERG committees approved the finalized recommendations via an email vote on March 18, 2026. Gonzalez shared that the ERG committee recommends the approval of the 2026 School of Public Health Plan of Organization.

Chair Dammeyer opened the floor for discussion on the motion. Hearing none. The vote was 102 in favor, 1 opposed, and 2 abstained. **The motion carried.**

**7. Programs, Curricula, & Courses (PCC) Committee Report: *Proposal to Establish an Upper Division Certificate in Scientific Foundations of Health and Disease* (Senate Document #25-26-43) (Action)**

Chair Dammeyer invited Meredith Gore, Chair of the Programs, Curricula, & Courses Committee, to present on the Programs, Curricula, & Courses (PCC) Committee Report: Proposal to Establish an Upper Division Certificate in Scientific Foundations of Health and Disease (Senate Document #25-26-43).

Gore announced that the College of Computer, Mathematical, and Natural Sciences proposed to establish an Upper Division Certificate in Scientific Foundations of Health and Disease. Gore confirmed that upper-division certificates are formal awards recognized by the Maryland Higher Education Commission, indicating successful completion of at least 12 semester credits of upper-level undergraduate courses. Gore explained that this certificate program builds on the successful, self-funded Science in the Evening program, which is non-degree and non-certificate, designed for students with bachelor's degrees who need undergraduate coursework in biological sciences, chemistry, biochemistry, and physics to prepare for graduate programs in health professions. Gore specified that the proposed certificate focuses on higher-level life sciences courses and provides formal recognition that the student has acquired advanced knowledge of the biological and chemical mechanisms underlying health and disease.



Gore detailed that the curriculum requires 13 core credits in genetics, cell biology and physiology, mammalian physiology, and the biochemistry of physiology, plus an additional 9 credits of upper-level coursework for a total of 22 credits. Admission to the certificate program requires a bachelor's degree, completion of prerequisite courses with a GPA of 3.0, and admission to the Science in the Evening program. Gore noted that many instructional and administrative resources needed to launch and operate the certificate program are already in place through the Science in the Evening program, and that tuition revenue will cover the new costs associated with the program.

Gore stated that the proposal was approved by the University Senate Programs, Curricula, and Courses Committee at its meeting on March 6, 2026.

Chair Dammeyer opened the floor for discussion on the motion. Hearing none. The vote was 102 in favor, 0 opposed, and 1 abstained. **The motion carried.**

## **8. New Business**

Chair Dammeyer called for New Business. Hearing none.

## **9. Adjournment**

The meeting was adjourned at 4:48 PM.





# UNIVERSITY SENATE

## **Transmittal | #25-26-47** **Nominations Committee**

### **Slates for the 2026 Transition Elections (Senate Document #25-26-47)**

**Presented By:** Polly Lee O'Rourke, Nominations Committee

**Review Date:** SEC - April, 15, 2026 | Senate - May 6, 2026

**Relevant Policy/Document:** [Bylaws of the University Senate](#); [University of Maryland Plan of Organization for Shared Governance](#)

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#### **Proposal:**

The University Senate Nominations Committee has prepared a slate of nominees for the 2026-2027 Chair-Elect, the Senate Executive Committee (SEC), and the Committee on Committees, as well as the Senate-elected memberships of the University Athletic Council, the Council of University System Faculty (CUSF), and the Campus Transportation Advisory Committee (CTAC).

#### **Recommendations:**

The University Senate Nominations Committee recommends the attached slate of nominees for election during the Transition Elections.

#### **Committee Work:**

The Nominations Committee began recruitment efforts in February 2026. The committee sent announcements for self-nominations to all continuing and incoming Faculty, Staff, and Student Senators. The Nominations Committee met on four separate occasions to discuss nominees and recruitment efforts: February 10, February 24, March 13, and March 24, 2026.

Members of the Nominations Committee reached out to eligible candidates for all open seats and obtained written consent of all nominees, in accordance with the Senate Bylaws. The Nominations Committee voted in favor of approving the attached slate on April 3, 2026.

#### **Alternatives:**

The University Senate could decide not to accept the slate of nominees for the elections.

#### **Risks:**

There are no known risks to the University.

#### **Financial Implications:**

There are no known financial implications

**Slate of Candidates for the 2026-2027 Chair-Elect  
Submitted by the University Senate Nominations Committee**

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**Chair-Elect Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Shannon Buenaflor	<i>A. James Clark School of Engineering</i>
Gene Ferrick	<i>College of Computer, Mathematical and Natural Sciences</i>
Paul Goeringer	<i>College of Agriculture and Natural Resources</i>
Kim Gonzalez	<i>Robert H. Smith School of Business</i>



**Slate of Candidates for the Senate Executive Committee, 2026-2027 Election  
Submitted by the University Senate Nominations Committee**

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**Faculty Senator Nominees (Seven will be Elected)**

<b>Nominee</b>	<b>College</b>
Isaac Moradi	<i>College of Computer, Mathematical and Natural Sciences</i>
James Stillwell	<i>School of Public Policy</i>
Ashley L Newby	<i>College of Behavioral and Social Sciences</i>
Jessica Grimmer	<i>College of Information Studies</i>
Monique Koppel	<i>College of Computer, Mathematical and Natural Sciences</i>
Diganta Das	<i>A. James Clark School of Engineering</i>
Margaret Walker	<i>College of Education</i>
Anna Evtushenko	<i>College of Computer, Mathematical and Natural Sciences</i>
Susan Moeller	<i>Philip Merrill College of Journalism</i>
Paul C Turner	<i>School of Public Health</i>
Jason Kahn	<i>College of Computer, Mathematical and Natural Sciences</i>

**Exempt Staff Senator Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Daniel Ostick	<i>Division of Student Affairs</i>
Robert Dean	<i>Division of Information Technology</i>
Tarsus Rao Adeoye	<i>Division of Student Affairs</i>
Shannon Buenaflor	<i>A. James Clark School of Engineering</i>



**Non-Exempt Staff Senator Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
William Martin Routzah	<i>Division of Administration &amp; Finance</i>

**Graduate Student Senator Nominees (Two will be Elected)**

<b>Nominee</b>	<b>College</b>
Oluwatosin Pinmiloye	<i>School of Public Policy</i>
Diako Abbasi	<i>A. James Clark School of Engineering</i>
Samuel. Apedum	<i>A. James Clark School of Engineering</i>
Malay Patel	<i>Robert H. Smith School of Business</i>

**Undergraduate Student Senator Nominees (Two will be Elected)**

<b>Nominee</b>	<b>College</b>
Galen Richardson	<i>College of Behavioral and Social Sciences</i>
Sofia Cumpiano	<i>Robert H. Smith School of Business</i>
Calista Sybrant	<i>Philip Merrill College of Journalism</i>
Daren Pefok	<i>School of Public Health</i>



***Slate of Candidates for the Committee on Committees, 2026-2027 Election Submitted by  
the University Senate Nominations Committee***

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**Faculty Senator Nominees (Three will be Elected)**

<b>Nominee</b>	<b>College</b>
Naman Desai	<i>Robert H. Smith School of Business</i>
Tom Flores	<i>College of Agriculture and Natural Resources</i>
Paul Turner	<i>School of Public Health</i>

**Non-Exempt Staff Senator Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Ulric Bethel	<i>Division of Student Affairs</i>

**Graduate Student Senator Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Sai Hari Krishnan Gopikris	<i>College of Computer, Mathematical and Natural Sciences</i>
Geetham Surapaneni	<i>Robert H. Smith School of Business</i>

**Undergraduate Student Senator Nominees (One candidate and one alternative will be Elected)**

<b>Nominee</b>	<b>College</b>
Eralp Toker	<i>Letters and Sciences</i>
Anthony Lopez-Luna	<i>College of Behavioral and Social Sciences</i>
Alternate - Denis Njoroge	<i>College of Information Studies</i>



**Slate of Candidates for the 2026-2027 Senate-Elected Councils and Committees  
Submitted by the University Senate Nominations Committee**

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**University Athletic Council Slate 2026-2027**

**Faculty Representative Nominees (Four will be Elected)**

<b>Nominee</b>	<b>College</b>
Roberto Patricio Korzeniewicz	<i>College of Behavioral and Social Sciences</i>
Gideon Mark	<i>Robert H. Smith School of Business</i>
Shannon Kane	<i>College of Education</i>
Julie Yelle	<i>Division of Research</i>
Galina Reitz	<i>College of Information Studies</i>
Meredith Kleykamp	<i>College of Behavioral and Social Sciences</i>

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**Council of University System Faculty (CUSF) Slate 2026-2027**

**Faculty Representative Nominees (Two will be Elected)**

<b>Nominee</b>	<b>College</b>
Christy Stuart	<i>College of Education</i>
Michael Kio	<i>A. James Clark School of Engineering</i>
Sydney Sharpstene	<i>College of Arts and Humanities</i>
Kelli Cummings	<i>College of Education</i>

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**Campus Transportation Advisory Committee (CTAC) Slate 2026-2027**

**Faculty Representative Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Hiroyuki Iseki	<i>School of Architecture, Planning, and Preservation</i>
Susan Campbell	<i>Division of Research</i>

**Exempt Staff Representative Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Tion Taylor	<i>Division of Student Affairs</i>
Justin Thompson	<i>Robert H. Smith School of Business</i>

**Undergraduate Representative Nominees (One will be Elected)**

<b>Nominee</b>	<b>College</b>
Vasco Mosqueira	<i>A. James Clark School of Engineering</i>
Priya Tyagi	<i>College of Computer, Mathematical and Natural Sciences</i>



## Candidacy Statements for the Chair-Elect 2025-2026 Election

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### ***Shannon Buenaflor, Program Director A. James Clark School of Engineering, Engineering Academic Services***



I am honored to be nominated for the position of Chair-Elect of the University of Maryland Senate. Since joining the UMD community in 2008, I have engaged with the university in a variety of roles, with my recent work centered on shared governance. As a staff senator, a member and current Chair of the Academic Procedures & Standards (APAS) Committee, and a member of the Senate Executive Committee, I have contributed to thoughtful, collaborative dialogue on academic policy and gained a strong understanding of the processes that guide our institution. If elected, I would lead with a commitment to collaboration, transparency, and empathy while upholding the core values of shared governance.

This opportunity is especially meaningful to me as a three-time UMD graduate and long-standing member of this community. My experiences as an undergraduate, graduate student, staff member, and adjunct faculty member have shaped both my professional path and my deep commitment to the university. I began my career in academic advising in the College of Education before transitioning to the A. James Clark School of Engineering, where I now serve as Program Director for Transfer Initiatives.

In this role, I lead efforts to strengthen partnerships with all 16 Maryland community colleges, working to create clearer and more equitable transfer pathways for students. This work has sharpened my ability to navigate complex systems, build consensus across stakeholders, and advocate for inclusive, student-centered policies. These experiences directly inform the leadership approach I would bring as Chair-Elect—ensuring that Senate processes remain accessible, transparent, and grounded in equity and collective responsibility.

My varied experiences across the university have given me a holistic perspective on the needs and priorities of our campus community. I believe shared governance is most effective when it actively incorporates diverse voices and fosters meaningful engagement. As Chair-Elect, I would work closely with Senate leadership to strengthen these efforts and support a collaborative environment where all constituents feel heard and valued. Thank you for your consideration.



**Gene Ferrick, Director of Operations, College of Computer, Mathematical, and Natural Sciences (CMNS)**



I am honored to run as chair-elect for the University Senate. My passion for the success of our institution and maintaining a high quality of life for our university community drives my desire to be a member of the Senate. We are fortunate to have an administration that works with the Senate, and even more fortunate that our Senate includes faculty, staff, and students. If elected, I will take the position very seriously and work hard to represent our full university family in a cooperative environment with the administration.

This is my history: My time at the University of Maryland spans 46 years beginning as a student in the College of Arts & Humanities. I held various positions within UMD, eventually joining the staff of the VP for Academic Affairs and Provost in 1991. It was there that I began working with the Senate by staffing the Senate PCC Committee and its sub-committee VPAC. I soon volunteered and became a member of the Senate Elections, Representation, and Governance Committee (ERG).

In 1997, I joined the Dean's staff in the ever-evolving Colleges of Life Sciences, then Chemical & Life Sciences, and finally Computer, Mathematical, and Natural Sciences. All the while, I continued to be engaged with the Senate as a committee member or a senator.

In addition to multiple terms as a senator, I have given more effort as a committee member and sometime chair of Campus Affairs, Staff Affairs, and ERG, as well as a member of the Senate Executive Committee, Student Affairs, the Campus Transportation Advisory Committee, the Committee on Committees, and the Athletic Council.

The aspects of my job have ranged from student support to policy review to data mining and analysis. I have evaluated program and course proposals, advised students and taught Freshmen, coordinated events such as Maryland Day and Social Justice Day, and have been a member of campus committees such as the Diversity Plan Steering Committee and the Data Policy Advisory Committee.



Some of the days of greater fun include advising a student group and a sorority, assisting with the summer orientation camping expedition program, and being a part of the peer consulting network through the Office of Organizational Effectiveness.

The broad spectrum of my work and service conferred on me wonderful and important experiences. More than that, I have developed a network of peers that include students, administrators, faculty, and staff across the campus who can offer opinions and guidance concerning the numerous issues that come before the Senate. If elected and with support from you, I will continue the cooperative and collegial environment between the Senate and the University administration that we have worked hard to achieve. As chair-elect I can champion the issues that concern our vibrant community as I have done in the past during many years of work with the University Senate.

Thank you for considering me for this important position.



**Kim Gonzalez, Director of Operations, Assistant Director, Business Master's Programs**



I am truly honored to be nominated for Senate Chair-Elect and excited for the opportunity to continue serving the University of Maryland community.

I've been part of UMD since 2013, and over the years this place has become more than just where I work it's a community I care deeply about. I hold both my undergraduate and graduate degrees from the University of Central Florida, Hospitality Management and Educational Leadership respectively. I initially found my way into Higher Education through a focus on helping others, which has grown into a mission to help students use education to change and shape their lives.

At the core of everything I do is a commitment to people. I'm a relationship-oriented person and find so much joy in collaborating with faculty to support students as they grow, succeed, and navigate challenges. I believe that when people feel heard, valued, and supported, they do their best work and that's the kind of environment I thrive in and always aim to help create.

My involvement in shared governance has been such a meaningful part of my experience at UMD. Serving on the Committee on Committees, chairing the ERG Committee for the past two years, and currently sitting on the Nominations Committee has given me a strong appreciation for the role that shared governance plays in shaping our university. I believe deeply in the importance of thoughtful collaboration, transparency, and ensuring that diverse voices are not just included, but truly heard.

If selected as Senate Chair, I would bring my energy, care, and a collaborative spirit to the role. I am committed to fostering open communication, strengthening connections across our community, and supporting a Senate that works together effectively and respectfully. Most importantly, I want to help create a space where people feel comfortable sharing ideas and contributing to decisions that impact all of us. Thank you so much for your consideration.



**Paul Goeringer, J.D., LL.M, Principal Faculty Specialist and Extension Legal Specialist**



Hi. I am Paul Goeringer. I am excited to be nominated for the position of Chair-Elect of the University of Maryland Senate. Currently, as a PTK faculty member and program lead, I have had the opportunity to wear many hats and work across the campus and state. Based on my experience, I will strive to help ensure that all constituencies within UMD have their voices heard and are well represented. I do believe UMD is a better

community when we all work together.

I started my career at UMD in 2012 in the Department of Agricultural and Resource Economics as a Faculty Specialist. Today, I'm a Principal Faculty Specialist and direct the UMD's portion of the Agriculture Law Education Initiative, an MPower program. In this role, I work closely with the Office of Research Administration and the University of Maryland Extension. I also work closely with other campuses within the University System of Maryland, with the University of Maryland, Baltimore, and the University of Maryland, Eastern Shore. In my current role, I serve as an instructor in the classroom, teach through UME, and guide research projects that involve undergraduate and law students. In my time at UMD, I have had the opportunity to serve on several campus-wide committees, including the most recent strategic plan developed by President Pines and Provost Rice, PTK Faculty working groups, and, currently, the Senate by chairing Student Conduct. In all these roles, I've had the opportunity to not only learn about the roles that faculty, staff, and students play on this campus when working together, but also to more broadly understand the importance of the role we offer within USM.

My current role offers me an opportunity to work with diverse groups of faculties (both TTK and PTK), staff, and students. As my role has grown over the years, I've valued the experiences of mentoring, supervising, and being a colleague to and a mentor for mentees. As someone who worked on a committee that developed the current strategic plan, I value the vision it has set out for the campus.

I would be honored to serve the Senate in this role during a critical time for higher education. I am dedicated to doing the work to represent the diverse and dedicated community that we are all apart of.



## Candidacy Statements for the Senate Executive Committee (SEC) 2026-2027 Election

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### **Faculty Senator Nominees (Seven will be Elected):**

#### **Isaac Moradi**

##### **College of Computer, Mathematical and Natural Sciences**

I am a research faculty member at ESSIC within CMNS, where I joined as a postdoctoral associate in 2011 and was promoted to Research Scientist in 2021. ESSIC is one of the largest research institutes at UMD, with a substantial number of professional track faculty. Over the years, I have developed strong collaborations with national and international organizations while remaining actively engaged in service. I have served on the UMD Senate for more than nine years, including two terms on the Senate Executive Committee, as well as roles on the Committee on Committees, Research Council, and Campus AEP Committee. I am also a member of the CMNS College Council and have supported the Office of Faculty Affairs in organizing the Annual PTK Symposium.

While UMD has been a leader in recognizing and advancing professional track faculty roles, important issues still warrant attention. I believe the University Senate, and particularly the Senate Executive Committee, offers a vital platform to contribute to decisions shaping the university's future. Having been part of the UMD community for over 16 years, I am committed to giving back through thoughtful service and advocacy. I would be honored to serve on the Senate Executive Committee and respectfully submit my nomination.

#### **James Stillwell**

##### **School of Public Policy**

As our University faces dramatic challenges and changes on many fronts, we need courageous and principled leadership from the Senate and the administration to ensure we are continuing to meet our mission as a national leader in public higher education teaching, research, and service. I believe we are already rising to meet this moment in ways that make me prouder to be a Terp than ever before, and of course I believe there's always more we can be doing to advance our Fearlessly Forward values and priorities, in particular through the representative body of the Senate.

As a UMD alum, former staff member, and current faculty in SPP rounding out my second year of Senate service and now chairing our campus-wide Do Good Campus Strategic Leadership Council, I am well acquainted with working across units, disciplines, and stakeholder groups to advance shared goals. I believe in transparently informing and meaningfully including those affected by a decision into the decision-making process, and building and drawing upon goodwill



at every step of the way to make our already strong community even stronger and more cohesive. I look forward to continuing to work with University leadership in this new capacity as SEC member.

***Ashley L Newby***  
***College of Behavioral and Social Sciences***

Since my arrival to UMD in 2021, it has been my goal to act as a facilitator for finding common ground among stakeholders that allow for students, staff, and faculty to have the answers and resources they need to thrive in their respective positions. My interdisciplinary academic background has provided me with a unique perspective, and a commitment to answering questions and finding solutions in a variety of contexts. I have carried that commitment into my classrooms in my role as director of undergraduate studies (DUGS) for the African American and Africana Studies department, and in my service to the university on various committees at the college (BSOS) and university levels. As a lecturer, I have primarily taught Gen Ed courses, which provides me with the opportunity to interact with students across the university. Similarly, my service at the college and university level has allowed me to interact with faculty and staff from units that I would otherwise not regularly have had contact with. In my academic work, I have engaged in research and projects that bring together individuals across my field both within and outside of the university. As a member of the Senate Executive Committee for a second term, I will continue the work of representing the voices of my constituents through asking questions, seeking solutions, and working to establish common ground to address this current moment.

***Jessica Grimmer***  
***College of Information Studies***

My work examines the intersection of archives and digital musicology, with a focus on sustaining digital knowledge infrastructures, music encoding, and pedagogy. I am a Lecturer in the College of Information Studies and Co-Director of the Center for Archival Futures (CAFe), where I teach courses in archives and digital curation and develop interdisciplinary work connecting music, digital humanities, and information studies. I collaborate widely on digital curation initiatives that bridge archives, technology, and the performing arts. This work shapes how I approach both teaching and service, with attention to how institutional systems support research, learning, and creative practice. I came to UMD first as a student in the College of Information, and during that time taught as an adjunct in the School of Music and worked at the U.S. Copyright Office. I later worked as a project archivist in Special Collections in Performing Arts at UMD Libraries before joining the INFO faculty. This path gives me a practical understanding of the university from multiple vantage points.

At CAFe, I work with faculty, students, and community partners to build projects that prioritize access, usability, and long-term stewardship. In my teaching, I bring students into direct engagement with digital collections and real-world systems, and I remain closely attuned to their experiences across programs and disciplines. My work with the internationally distributed Music



Encoding Initiative uses structured data to expand access to music materials while also addressing questions of representation and equity, and I contribute to a first-generation working group focused on supporting first-generation students at UMD. I value shared governance as a collaborative process that depends on clarity, responsiveness, and sustained dialogue. My experience across academic and federal roles has prepared me to move between policy and practice and to work within complex institutional environments, and I approach this work as a careful listener and engaged participant, with attention to equity and impact.

***Monique Koppel***  
***College of Computer, Mathematical and Natural Sciences***

My history of service at the University of Maryland has centered on supporting the campus community, and I believe this background aligns well with the Senate Executive Committee's (SEC) role in reviewing and coordinating university-wide initiatives. Through my work founding and co-leading the PTK Mentoring Program, I have seen firsthand the value of moving from informal ideas to institutionalized support. Managing this program—which now includes 122 participants across 13 colleges—required me to navigate complex university structures and collaborate closely with the Office of Faculty Affairs. This experience, along with my time co-chairing the PTK Symposium, has given me a practical understanding of how to manage administrative tasks and evaluate proposals for clarity and feasibility, which are key responsibilities of the SEC.

I have also gained a deep respect for shared governance through my three-year term on the University Senate Student Conduct Committee. Serving on appellate boards for academic integrity and Title IX cases taught me the importance of fairness and careful deliberation when handling matters that affect our community members. I view the SEC as a vital channel for the campus community to introduce new ideas, and I hope to contribute a balanced perspective rooted in my experience as a Senior Lecturer and department leader. I would welcome the opportunity to serve the Senate by ensuring that reports and recommendations are thoroughly reviewed and effectively prepared for the broader campus agenda.

***Diganta Das***  
***A. James Clark School of Engineering***

It is an honor to be nominated to the Senate Executive Committee (SEC) election slate for the coming academic year. I have been a member of the campus community for over 30 years, first as a graduate student and then as a faculty member. I am an Associate Research Scientist at the Center for Advanced Life Cycle Engineering in the Department of Mechanical Engineering. I participate in the administration and management of our research center, in addition to conducting research and teaching. In my work, we recognize the impact of current uncertainties on our institution's mission and feel a responsibility to address them.

I have been serving as a University Senator representing the School of Engineering PTK faculty since the start of the 2024-25 academic year, and I have ensured that information and



discussions are communicated to my constituency. I served on the Senate Campus Affairs Committee for two years and actively participated in reviewing and developing recommendations aligned with the Senate Executive Committee's charges. In my second year, I was part of the team reviewing the "Interim University of Maryland Policy and Procedures for the Use of Facilities and Outdoor Spaces," a challenging task. I participated in interviews and discussions with various campus groups, including the Faculty Affairs Committee, Student Affairs, and the Student Government Association. I was a member of the PTK working group established by the provost during the 2022-2023 academic year and reviewed current PTK faculty titles and designations. Currently, I am serving a two-year term on the Committee on Committees, having been elected to the body by the Senate last year. This experience of placing qualified members on the standing committees of the Senate and the specialized councils has given me insight into all aspects of participatory governance.

I have led (and continue to lead) committees that develop technical and process standards in professional associations in science and engineering, such as SAE and IEEE, giving me experience in creating and implementing policies. I know how to gather the best ideas and build consensus. I understand the importance of the SEC's role as the first portal for reviewing new ideas and proposals. I am committed to using my experience and time to review the policies necessary for shared governance to benefit the community.

***Margaret Walker  
College of Education***

I am honored to be considered as a candidate for the Senate Executive Committee. I am grateful to the community for electing me to the SEC last Spring, and this year has helped me understand how shared governance can help shape the future of our institution. I hope to work this year to increase the Senate's voice in the administration by working as advisors before policy is implemented, instead of bringing our concerns once the policies have been implemented. I have been hearing from constituents (and experiencing myself) how new policies that are meant to streamline processes (such as travel and online trainings, etc) are increasing the workload for many, without reducing time expectations in other areas. I hope to continue to work this year to keep the administration accountable for each of their policies that impact faculty and staff time.

I have been at the University of Maryland since 2007 and have witnessed the growing awareness of the important contributions made by PTK faculty. As faculty in the College of Education, I know that people are our strongest asset at this university, whether students, faculty or staff, and will continue to listen to our constituents and bring these concerns to the administration to protect and support our rights and our time in this difficult political landscape. I have built strong networks across the university and with the local community through grant work, art collaborations and service work. Through these experiences, I have learned a lot about how the university functions, but especially how important it is for all that our work and time be valued and respected, that structural inequalities on this campus need to be considered in decision making, and that there are often competing issues on campus that can only be



resolved democratically through dialog and consensus. I will continue to work as a strong advocate for the UMD community with respect and professionalism, and would be honored to continue contributing my skills and passion as a member of the Senate Executive Committee.

***Anna Evtushenko***  
***College of Computer, Mathematical and Natural Sciences***

No statement was provided

***Susan Moeller***  
***Philip Merrill College of Journalism***

Thank you for the nomination to serve for a second year on the Senate Executive Committee. The first-year learning curve was steep, but I now have a much clearer sense of how to add value to the SEC—e.g. I've learned to watch out for omissions and to ask tough questions of the President, Provost, as well as leaders of key campus services, from legal to transportation.

Since arriving on campus in 2001 as a young professor at the Merrill College of Journalism, I have tried to address both immediate and long-term challenges, and my research and teaching that straddle fields and disciplines from journalism to public policy, AI to design, medicine to history have often given me a front-row seat to Maryland's most important concerns. My own research considers how media cover the world, with a special focus on crises, conflict, and suffering; *Compassion Fatigue* is my best-known book. As a recipient of the Carnegie Scholar Award and two Fulbrights, and with teaching recognitions such as the State of Maryland Board of Regents Teaching Award and the Graduate School Teaching Award, I have worked to bring students, faculty, administrators, and local, national, and international groups together. I continue to broaden my service in both ongoing and short-term ways, including as the newly appointed director of my College's doctoral program and as a new faculty member on this month's selection committee for the Dr. Mabel S. Spencer Award for Excellence in Graduate Achievement.

My appointment last year as an Affiliate Fellow in University Honors to oversee a new cluster in the program—the cluster's courses will launch this fall—has turned out to be surprisingly salient to the issues we face on campus. The cluster I created is titled “Seen & Unseen”; its description captures the concerns that inform my work on the SEC: “Invisibility may cloak heroes in fantasy, but in the real world, it often hides injustice. There is much that the powerful want us to ignore and societies prefer not to see: This cluster investigates what happens when journalists, economists, historians, and novelists expose what others conceal, and how their work can inspire accountability, empathy, and social change.

***Paul C Turner***  
***School of Public Health***



I am the Associate Chair of the department of Global Environmental and Occupational Health, within the school of public health. I was the Director of Graduate Studies for 10 years, I have been a serving senator for nearly two years and am currently on the Senate PCC, the School PCC and I am the department PCC chair. Additionally, I served as the school representative of the Graduate School Committee. The UMD Senate Executive Committee (SEC) acts as the leadership and steering body for the University of Maryland Senate, carrying out its actions and managing its business. I am eager to learn more about the processes of the SEC while supporting its key responsibilities. There seem to be several key issues facing the university at this time, including but not limited to, the transition to digital accessibility, ensuring fair PTK promotions and ensuring impartiality in dissertation evaluation.

- a) I am the department representative (working with Dr Jennifer Bachner in SPH) to ensure that all teaching within our department has met the current deadline, and future planning for our new eMPH program to launch in 2027 that fulfills the need of the accessibility, above and beyond simply being in regulatory compliance.
- b) It remains disappointing that UMD is not as advanced in having a clear and established promotion system for professional track faculty that is fit for purpose. This should be a priority for SEC.
- c) Finally, I think there are some serious inconsistencies in the running of our PhD program evaluation and dissertation examinations. UMD puts huge emphasis on the avoidance of bias in almost all aspects of function, with multiple checks and balances, and yet dissertation committees are established around the advisor of the student, who serves as a voting chair of the final committee. With due respect to all faculty at UMD, I cannot think of a more inappropriate approach. Apart from the student, the advisor has most to gain from the success of a student at this level. The perception of possible bias is likely greater than the reality, but it would seem appropriate to adopt processes seen in other countries in which the advisor plays no part in voting. I think this is critical to ensuring impartiality, and upholding transparency in the dissertation process. But believe it will be a hard lift to change this culture.

**Jason Kahn**  
**College of Computer, Mathematical and Natural Sciences**

No statement provided

**Exempt Staff Senator Nominees (One will be Elected):**

**Daniel Ostick**  
**Division of Student Affairs**

I am excited to be considered for the Senate Executive Committee (SEC). I have worked in the Division of Student Affairs at UMD for 24 years, with work experience in training, HR, student engagement and leadership, assessment, and curriculum development. Right now, I work in Residential Engagement Programs in Resident Life and also serve as an Affiliate Faculty



member in the College of Education. I am also a proud Terp alum, having received my Ph.D. here in College Student Personnel Administration.

I have been a University Senator for several years, and served on the Equity, Diversity, and Inclusion Committee prior to that. As a Senator, I have chaired the Staff Affairs Committee and previously served on the Senate Executive Committee. I value the shared governance model of the Senate and hope that as a member of the SEC, I can help advance our mission, but more importantly, help campus constituents advocate for university policies and procedures that advance THEIR needs. Thank you for considering my candidacy!

***Robert Dean  
Division of Information Technology***

I am honored to submit my candidacy for the Senate Executive Committee (SEC). Over the past year serving as a Senator representing Exempt Staff within Divisions, and through my current role on the Committee on Committees, I have developed a strong appreciation for the Senate's role in shared governance and its impact on the University community. I am particularly interested in the SEC's role in shaping how ideas move through the Senate and ensuring proposals are thoroughly reviewed, clearly articulated, and effectively implemented. My experience in the Division of Information Technology, specifically in IT Security and Compliance, provides a valuable perspective on emerging challenges related to accessibility (ADA), privacy, and information security. Through my involvement in the University's Software Risk Management processes, I regularly engage with issues that increasingly affect academic and administrative initiatives across campus.

In addition, my work brings me into regular collaboration with a wide range of campus partners, giving me insight into the daily work, challenges, and priorities of staff across the University. I strive to represent those perspectives thoughtfully and ensure that staff voices are reflected in Senate deliberations. The University of Maryland has provided me with meaningful opportunities for growth, and I am committed to giving back through service. If elected, I will bring a collaborative approach, careful attention to detail, and a strong commitment to serving both my constituents and the broader campus community. Thank you for your consideration.

***Tarsus Rao Adeoye  
Division of Student Affairs***

As a Research and Assessment Coordinator in the Department of Resident Life, I spend each day at the intersection of data and student experience, analyzing how university policy plays out on the ground and developing insights that inform programming and support services. This work has given me a deep appreciation for how much governance decisions matter, and how important it is that every member of our community has a meaningful voice in making them.

I am running for the Senate Executive Committee because I want to help ensure that staff at all levels, including my fellow C2 colleagues as well as the students we serve, are fully represented



in shared governance. These decisions affect all of us, and I believe the committee is strongest when it reflects the breadth of our community.

I will bring a collaborative and grounded approach to this role. I will listen carefully, ask thoughtful questions, and draw on my background in research and assessment to help the committee make informed, people-centered decisions. I am committed to showing up for this work with honesty, diligence, and a genuine investment in the wellbeing of this institution.

I would be honored to earn your vote.

***Shannon Buenaflor  
A. James Clark School of Engineering***

Thank you for considering my nomination to serve a second term on the University of Maryland Senate Executive Committee. Over the past two years, I have been deeply engaged in the work of the University Senate as a staff senator, a member of the Senate Executive Committee, and Chair of the Academic Procedures & Standards (APAS) Committee. Through these roles, I have contributed to thoughtful dialogue with constituents across the UMD community and developed a deep appreciation for the essential role shared governance plays in shaping our institution. Leading APAS during the 2024–2026 academic years strengthened my commitment to collaboration, transparency, and equity, and inspired me to continue contributing to the important work of the SEC.

***Non-Exempt Staff Senator Nominees (One will be Elected)***

***William Martin Routzah  
Division of Administration & Finance***  
No Statement was provided

***Graduate Student Senator Nominees (Two will be Elected)***

***Oluwatosin Pinmiloye  
School of Public Policy***  
No Statement was provided

***Diako Abbasi  
A. James Clark School of Engineering***  
No Statement was provided

***Samuel. Apedum  
A. James Clark School of Engineering***  
No Statement was provided



**Malay Patel**  
**Robert H. Smith School of Business**  
No Statement was provided

**Undergraduate Student Senator Nominees (Two will be Elected)**

**Galen Richardson**  
**College of Behavioral and Social Sciences**  
No Statement was provided

**Sofia Cumpiano**  
**Robert H. Smith School of Business**  
No statement was provided

**Calista Sybrant**  
**Philip Merrill College of Journalism**  
No statement was provided

**Daren Pefok**  
**School of Public Health**  
No Statement was provided



## Candidate Statements for the Committee on Committees, 2026-2027 Election

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### **Faculty Senator Nominees (Three will be Elected)**

**Naman Desai**  
**Robert H. Smith School of Business**  
No Statement was provided

**Tom Flores**  
**College of Agriculture and Natural Resources**  
No Statement was provided

**Paul Turner**  
**School of Public Health**  
No Statement was provided

### **Non-Exempt Staff Senator Nominees (One will be Elected)**

**Ulric Bethel**  
**Division of Student Affairs**

“The Campus is under attack by non complying motorist.As a result it is imperative that we take control of the situations, by combining strategic ways,to quelch it.”

### **Graduate Student Senator Nominees (One will be Elected)**

**Sai Hari Krishnan Gopikris**  
**College of Computer, Mathematical and Natural Sciences**

I did not imagine I would be involved in University governance, but I learned during my time at the University of Maryland that policy decisions truly impact the lives of students and am eager to play a meaningful role in it. Through discussions with classmates and observing how policies have an impact on various facets of student life and campus access I began to become more interested.



I am honored to be considered for the Committee on Committees. I believe that this position emphasizes the type of leadership role that I excel in. I am enthusiastic about the idea of shaping the committees within the Senate and the university in a way, that is not only effective but that truly embodies the vast experiences that make up our community. I am confident in my analytical skills and my ability to make decisions with care and deliberation with the best interests of the Senate in mind.

If selected, I will bring a consistent and engaged presence, ensuring that decisions around committee reflect both inclusivity and effectiveness. I value listening, careful judgment, and accountability, and I am committed to serving in a way that strengthens the Senate's ability to represent the University community as a whole.

***Geetham Surapaneni  
Robert H. Smith School of Business***

I am a Master's student in Finance at the Robert H. Smith School of Business, and I am interested in serving on the Senate Executive Committee to contribute to meaningful and effective shared governance at UMD. I am particularly drawn to the SEC's role in shaping the Senate's agenda and guiding important policy discussions, and I am motivated by the opportunity to ensure that student perspectives are thoughtfully considered in these decisions. I see this as a valuable opportunity to engage more deeply with university governance and contribute to initiatives that impact the broader campus community.

Through my academic training and professional experience, I have developed a structured and analytical approach to problem-solving, along with strong communication and collaboration skills. In my role as a Graduate Assistant, I work closely with administrators and manage responsibilities that require organization, attention to detail, and accountability. I am committed to bringing a proactive, dependable, and thoughtful approach to the SEC, and to contributing positively to its work in supporting transparent and effective decision-making.

***Undergraduate Student Senator Nominees (One candidate and one alternative will be Elected)***

***Eralp Toker  
Letters and Sciences***

Thank you for considering me as a member in the Committee on Committees. I believe that my previous experience in leadership positions will help drive the committee further in all aspects. I have been serving as the vice president for the International Student Council at UMD ever since the start of Fall 2025 semester, which has allowed me to work closely with the ISSS to be the voice of all students from different backgrounds at UMD. Furthermore, I have been serving as the vice president and the Success Networking Team Coordinator of the National Society of Leadership and Success at UMD, and will be taking over as president at the end of this semester. This type of leadership has been fundamental in helping me develop organizational



skills and time-management, as I got to be in charge of arranging inductions and weekly meetings for members while also mentoring students to become the best version of themselves. I have even served as president for two separate Model United Nations conferences in Germany, having the honor of delivering the closing speech and governing conferences discussing real world issues in both instances.

I also come from a diverse background, being born in Turkey and having completed all of high school in Germany. During those times, I was able to continue my professional swimming career and become both the Turkish and German champion in 50 meters butterfly and 100 meters backstroke. Naturally, my unique background and accomplishments in changing environments showcase my resistance and determination. I aim to bring these unique experiences on board to this committee if I am elected, and I will make sure that every single student is accounted for during decision-making to maximize inclusivity and accessibility. I believe that transparency is key in an environment such as the Senate, so my priority is to raise awareness about the work of the senate to the UMD community while also ensuring that no student concern goes unnoticed. I believe that my extensive history in leadership and understanding of diverse struggles thanks to my own experiences will provide great contributions to the Committee on Committees. I promise to execute every task with the most upmost professionalism and to the best of my abilities during my time in the Senate. I have full confidence in the fact that the Senate members will pick the candidate(s) best fit for this position.

***Anthony Lopez-Luna***  
***College of Behavioral and Social Sciences***

When I ran for the University of Maryland senate I told any potential constituent to ‘vote for influence’. I ran for the sake of those students on campus who felt as though they had little to no impact on their campus experience. The Committee on Committees serves as a channel that shapes the very structure through which influence is exercised. By being chosen by those who exercised their right to vote, we submit to the responsibility of ensuring their voice is considered as we advance towards progress. Therefore, to serve on this committee is to ensure that influence is not concentrated, but distributed—thoughtfully, fairly, and intentionally. Any individual who has been chosen to serve in this senate must have once considered the well-being of those who voted for them. As an individual who has been chosen to serve on this senate, I have deeply rooted my approach to this committee in the words of John Stuart Mill: “A community that silences its members robs itself of progress.” When I ran, when I asked students to vote for influence, I intended to abide by Mill’s teachings and not allow those who are affected by decisions to not have a voice in making those decisions.

My inclination to serve in the Committee on Committees is not just one driven by the practicality of democracy but by the ethical ideas derived from Immanuel Kant. His famous idea from the Categorical Imperative of treating people always as ends in themselves, never merely as means, drove my desire to function within this committee as an enforcer of representation. The bottom line of what I intend for my time here is to do away with any practice in this senate that treats a student of this university as a number, but as an end in themselves, worthy of being



considered invaluable to the results this body produces. Jean-Jacques Rousseau and Hannah Arendt's words of collective action and civil unity reflect my vision for the Senate after having served. Both teach that legitimate power and legitimate authority come from the collective will and collective action of those being subject to the laws of the state. Rousseau emphasizes that the people themselves, being subject to the laws, ought to be their authors. I intend to leave a precedent of emphasized interplay between legitimate authority and collective will in the form of the Committee on Committees and the common UMD student. To do away with the power that comes from titles we hold and shift to a status of approachability. There is real power in our ability to act together.

***Alternate - Denis Njoroge***

***College of Information Studies***

No Statement was provided



## Candidate Statements for the 2026-2027 Senate-Elected Councils and Committees

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### University Athletic Council Slate 2026-2027

#### *Faculty Representative Nominees (Four will be Elected)*

**Roberto Patricio Korzeniewicz**  
**College of Behavioral and Social Sciences**  
No Statement was Provided

**Gideon Mark**  
**Robert H. Smith School of Business**

I'm currently wrapping up the final year of my three-year term on the University Athletic Council. I would like to be re-elected to a second term, for three reasons. First, I believe I've been a valuable member of the UAC and its committees during my years of service. Second, I believe I have the requisite background. Prior to joining the UAC I taught a course on Sports Management at UMD for six years, and many of the topics I covered in that course are issues that we regularly deal with on the UAC. Third, I'm a firm believer in the concept of shared governance. During my years at UMD I've served multiple terms as a Senator and numerous terms as a member of the Senate committees on student conduct, faculty affairs, and nominations. Continued service on the UAC would reinforce my commitment to UMD's governance structure. Thank you for your consideration.

**Shannon Kane**  
**College of Education**

Thank you for considering my nomination to serve a second term on the University of Maryland Senate Executive Committee. Over the past two years, I have been deeply engaged in the work of the University Senate as a staff senator, a member of the Senate Executive Committee, and Chair of the Academic Procedures & Standards (APAS) Committee. Through these roles, I have contributed to thoughtful dialogue with constituents across the UMD community and developed a deep appreciation for the essential role shared governance plays in shaping our institution. Leading APAS during the 2024–2026 academic years strengthened my commitment to collaboration, transparency, and equity, and inspired me to continue contributing to the important work of the SEC.

As a long-standing member of the UMD community since 2008—first as an undergraduate student and later as a graduate student, staff member, and adjunct faculty member—I bring a holistic perspective on the university and its many stakeholders. In my current role as Program Director for Transfer Initiatives in the A. James Clark School of Engineering, I work across



institutions and stakeholder groups to strengthen equitable student pathways, an experience that has sharpened my ability to build consensus, navigate complexity, and advance inclusive solutions. If re-elected, I will continue working to ensure Senate processes remain transparent, collaborative, and reflective of the diverse voices across our campus community.

**Julie Yelle**  
**Division of Research**

No Statement was provided

**Galina Reitz**  
**College of Information Studies**

I am honored to be nominated as a finalist for the Athletic Council.

My husband was a competitive swimmer in college, and watching him navigate the demands of elite sport alongside his academics gave me an early, close-up view of what student-athletes carry. It was a full time job that was demanding and rigorous. As a faculty member I have always supported student athletes, have been in communication with Coaches and had the students well being at the forefront.

Now, as a parent of young competitive athletes myself, I live that world every day, the early mornings, the mental resilience it takes, the way sport shapes identity, and the critical role that institutional support plays in whether a young athlete thrives or struggles.

I want to bring a faculty voice that truly understands the full picture of student-athlete wellbeing, academically, physically and emotionally.

As a faculty member at the College of Information, my work sits at the intersection of human-computer interaction, accessibility and community engagement. I am committed to bringing a holistic view and perspective to the Council and hope to serve our student athletes and support them.

Thank you for your consideration!

**Meredith Kleykamp**  
**College of Behavioral and Social Sciences**

I am running for membership on the Athletics Committee, after spending the last 16 years at UMD. Before coming to UMD, I served on the Chancellor's Advisory Committee on Athletics at the University of Kansas where I saw firsthand the importance of having faculty representation in discussions about policies and programs for student athletes. During my tenure at Kansas, I assisted with the NCAA certification process as part of the Committee on student athlete well-being, reviewing performance over the prior 10 years, and helping to develop policy for ongoing compliance with NCAA regulations and our strategic plan. I chose to serve in this role



because, as a Sociology professor, I had many student athletes in my classes. I wanted to ensure I understood the challenges and opportunities facing a significant portion of my students, and to ensure there was a faculty voice in decisions affecting the academic life of student athletes. One of the undergraduate student athletes I mentored went on to become the national president of SAAC, the NCAA Student Athlete Advisory Committee, while also enrolling in a graduate program in education. He credited the strong faculty relationships he built in his classes as the key to his success. I am also a parent to a current NCAA Division 1 athlete (not at UMD). I continue to have a significant number of athletes in my courses and watch them struggle to balance high expectations on the field or court with high expectations in the classroom. With the rapidly changing landscape for Division 1 student athletes, I want to ensure I am fully informed about the realities facing our student athletes so that I can help identify solutions to ensure their college experience sets them up not only for a season, but for a lifetime of success.

### **Council of University System Faculty (CUSF) Slate 2026-2027**

#### ***Faculty Representative Nominees (Two will be Elected)***

***Christy Stuart  
College of Education***

In my role with The Center for Transition and Career Innovation (CTCI) at UMD, I continue to support national and state initiatives that lead to continuous improvement of services and outcomes for youth and young adults with disabilities. I have spent most of my working career in the fields of special education, school-to-work transition, and employment and training of people with disabilities, especially those from underrepresented populations and high poverty areas. I have witnessed the power of possibilities and with intention, I try to identify and pursue opportunities that align with the mission and vision of our center and my personal beliefs.

There is the power of partnership, which I have learned endlessly from working alongside local, state, and federal partners. I am convinced partnerships have supported the translation of research to practice, given the increase in positive collaborative outcomes. At my core, I consider myself as a collaborator, a communicator, and a convener. I lead with the power of community. My aim is to explore ways to increase my knowledge and experiences within the College of Education and larger university community. Working across colleges and disciplines is of utmost importance and will expand my aspirations and enhance my deep connection to new partnerships and my love of learning. Thank you for this opportunity.



**Michael Kio**  
**A. James Clark School of Engineering**

I am deeply honored to be nominated for the Council of University System Faculty. I am an assistant research professor in chemical and biomolecular engineering at the University of Maryland, College Park. My current research interest focuses on developing enhanced fouling-release coating formulations, improving surface wettability, and studying nanoparticle interactions with lipid bilayers for drug delivery using molecular dynamics. I was a postdoctoral associate and the current recipient of the student advisor award in the A. James Clark School of Engineering and a member of several professional organizations and committees. My service to the professional community includes roles as an associate fellow of the American Institution of Aeronautics and Astronautics, where I've chaired technical sessions and reviewed manuscripts. I am a fellow of the Institution of Engineering and Technology, a chartered engineer in the United Kingdom, and a professional engineer with project management certification in the US. I mentored the Student Spaceflight Experiments Program Mission 16 team, whose experiment reached the International Space Station, and the Terrapin Rocket team, which won the IREC World Intercollegiate Rocket Competition 2024. I currently serve on the University Grievance Committee and Special Policy Review Committee of the Senate, having previously contributed to the Senate Committee on Committees and APAS Committee. My candidacy stems from a desire to contribute my diverse experiences to a university community that has nurtured my professional growth. Having dedicated much of my career to College Park, I deeply value our institutional mission and am committed to advancing it. If elected, I pledge to develop innovative policies that strengthen our university community.

**Sydney Sharpstene**  
**College of Arts and Humanities**  
No Statement was Provided

**Kelli Cummings**  
**College of Education**  
No Statement was Provided

**Campus Transportation Advisory Committee (CTAC) Slate 2026-2027**

**Faculty Representative Nominees (One will be Elected)**

**Hiroyuki Iseki**  
**School of Architecture, Planning, and Preservation**  
No Statement was Provided

**Susan Campbell**  
**Division of Research**



I have been a member of the University of Maryland community for the past 20 years, first as a graduate student and then as a professional-track faculty member. In that time, I have commuted by many combinations of Shuttle UM, car, foot, MARC train, bike, and Metro bus. I have also worked adjacent to campus and on campus, which bring slightly different challenges.

I have strong feelings about supporting all members of our campus community, no matter how they get to campus or get around on campus. As someone with training in cognition, I also want to think about shifting incentives and perceptions around transportation and transit for campus and being creative in how we approach transportation issues. I am also very excited for the possibilities that the Purple Line adds!

### ***Exempt Staff Representative Nominees (One will be Elected)***

***Tion Taylor***  
***Division of Student Affairs***

I am honored to be nominated for the Campus Transportation Advisory Committee. As I enter my fifth year at the University as a Community Director in the Denton Community, I am more focused than ever in doing my part in ensuring we hold to our principle— Fearlessly Forward. My direct connections with students and staff within my department and division make me an asset to the Campus Transportation Advisory Committee.

Although I live on the main campus, my interactions with campus transportation are unique from others. I do not commute directly to campus every morning; however, my navigation during the workday varies between car, UMD shuttle, or Veo scooter. These perspectives, along with my knowledge of other Divisional colleagues, would be a benefit to the advisory committee. Additionally, I often hear that our transportation and DOTS can be the most frustrating departments to work with and understand. As a committee member, I would not be solely focused on committee work and ensuring our transportation is top-tier, but would serve as a bridge to clarify what's often misunderstood and the reasons behind decisions.

***Justin Thompson***  
***Robert H. Smith School of Business***

I have served as a graduate assistant, graduate-level instructor, and staff member at the university, while also navigating campus as a commuter in a car, on a bike, and by train and bus. I want to represent the many voices that make Maryland successful.

### ***Undergraduate Representative Nominees (One will be Elected)***

***Vasco Mosqueira***  
***A. James Clark School of Engineering***



My name is Vasco Mosqueira Villegas, and I am an undergraduate student senator representing one of the Engineering seats. I am excited for the opportunity to serve on the Campus Transportation Advisory Committee and help improve systems that affect students' daily lives. My background is rooted in leadership roles that require balancing policy, safety, and real-world impact. As a member of my fraternity's executive committee and former Risk Chair, I have worked to implement and enforce policies that prioritize accountability and well-being. In my current role as Vice President of Risk Management for the Interfraternity Council, I oversee safety operations across 23 chapters, representing more than 1,800 students, and regularly collaborate with university stakeholders.

Additionally, my work as a student referee has given me direct insight into the experiences of student employees, while my role as a student-athlete has shaped my understanding of how scheduling, access, and mobility affect daily routines. These roles have strengthened my ability to think practically about how systems function and how policies affect different groups of students. I am committed to bringing a thoughtful, responsible, and student-focused perspective to this role. Thank you for your consideration.

***Priya Tyagi***  
***College of Computer, Mathematical and Natural Sciences***

Hi University Senate! My name is Priya Tyagi, and I am a rising Computer Science major running for a seat on the Campus Transportation Advisory Committee! This is kind of embarrassing to admit here, but I do not have my license as an almost 20-year-old (yikes). However, this just means that I'm a heavy user of public transportation both on campus and when I'm back home in South Jersey. Through navigating SEPTA and PATCO in Philadelphia, I've seen how thoughtfully designed transit systems shape how people move through a city. I am particularly interested in CTAC because I want to understand how decisions on parking, transportation fees, and shuttle routing translate into policy that actually affects students like me. Over the past year, as Co-Director of Research & Technology for the UMD Student Government Association (SGA), I developed the ShuttleUM Feedback Survey, whose flyers are hung up across campus, and created a comprehensive data report of the results that will be presented to DOTS. I have also led the analysis of an SGA bus-shelter survey that gathered nearly 400 responses, and I'm currently finalizing a detailed report. Through cleaning and parsing this data, I've learned a great deal about student concerns regarding transportation and campus accessibility. While my expertise currently centers on data analysis, I'm genuinely invested in transportation as an aspect of campus life and would like to be at the forefront of improving it.

What especially draws me to CTAC is the imminent incorporation of the Purple Line on campus. As this is a pivotal moment for campus transportation, I want to be part of shaping how we integrate this infrastructure to serve students. I will actively advocate for the continued collaboration with both the SGA and the Resident Hall Association to ensure their input drives the policies we adopt. I am incredibly interested and enthusiastic about joining CTAC to translate my data and survey-creating experience into making campus transportation more efficient, safe, and enjoyable.





## UNIVERSITY SENATE

### **Transmittal | #24-25-04** **University Research Council**

#### **Interim Malign Foreign Talent Recruitment Program Policy** **(Senate Document #24-25-04)**

**Presented By:** Gerald Wilkinson, Chair, University Research Council

**Review Date:** SEC - April 15, 2026 | Senate - May 6, 2026

**Voting Method:** In a single vote

**Relevant Policy/Document:** University of Maryland Policy on Malign Foreign Talent Recruitment Programs ([IV-7.00\(A\)](#))

**Necessary Approvals:** Senate, President

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#### **Proposal:**

In August 2024, the University of Maryland established the University of Maryland Policy on Malign Foreign Talent Recruitment Programs ([IV-7.00\(A\)](#)) in response to federal requirements. The Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022 requires all federal agencies to establish a policy that prohibits researchers from participating in malign foreign talent recruitment programs and indicates that higher education institutions must certify that their researchers are aware of and have complied with this requirement. The policy was approved by the President on August 9, 2024, and the Senate Executive Committee (SEC) charged the University Research Council with reviewing the interim policy in September 2024.

#### **Recommendations:**

The Research Council recommends the proposed revisions as shown in the attached document be approved.

The Research Council recommends that the Research Security Office should consider developing informational materials to educate and inform faculty and GRAs of the risks of foreign talent recruitment programs.

#### **Committee Work:**

The University Research Council began reviewing the charge and the Malign Foreign Talent Recruitment Program Policy in October 2025. The Council began by gathering and reviewing background information on the federal laws, regulations, and funding agency requirements surrounding the Policy. The Research Council reviewed the existing policies at federal agencies regarding these types of programs, reviewed policies and practices at Big 10 and peer institutions, and consulted with a wide range of administrative offices about the policy and its implementation.

The terms “malign foreign talent recruitment program” and “foreign talent recruitment program” are defined in the Office of Science and Technology Policy (OSTP) Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs. The federal government is concerned about programs that are sponsored by a foreign government that include compensation of some kind in exchange for the individual engaging in problematic activities such as providing intellectual property to the foreign government. These programs and/or activities are often secretive and often involve contractual agreements that affect the individual’s work at their U.S. institution in some way. The U.S. federal government is moving to prohibit engagement in these types of programs because of research security and integrity concerns.

In its review, the Research Council found no concerns or issues with the text of the policy. All offices and units consulted noted they had no concerns with the policy language, and many indicated that specific language from the CHIPS and Science Act or the OSTP Guidelines that are present in the current policy must remain intact in order to satisfy federal compliance concerns.

In reviewing the policy text, the Research Council found minor discrepancies between the definitions in the policy and the definitions of the same terms in the University of Maryland Policy on Conflict of Interest and Conflict of Commitment (II-3.10[A]) (“the COI/COC Policy”). In order to synchronize the definitions once again, the Research Council determined that minor technical revisions should be made to a small number of definitions within the Malign Foreign Talent Recruitment Program Policy. The Research Council also acknowledged that faculty may not be well informed about the recent developments and why these policy changes are so necessary, so it developed an administrative recommendation to encourage the development of informational materials to spread awareness across campus.

After due consideration, the Research Council voted to approve its recommendations via an online vote closing on March 26, 2026.

**Alternatives:**

The Senate could choose not to accept the recommendations.

**Risks:**

There are no known risks to the University in accepting the recommendations.

**Financial Implications:**

There are no known financial implications in accepting the recommendations.





**Report | #24-25-04**  
**University Research Council**

**Interim Malign Foreign Talent Recruitment Program Policy (Senate Document #24-25-04)**

**2025-2026 Council Members:**

**Gerald Wilkinson** (Chair)

**John Bertot** (Ex-Officio Provost’s Rep)

**Dean Chang** (Ex-Officio Chair of IP Committee)

**Eric Chapman** (Ex-Officio VP Research Rep)

**Blessing Enekwe** (Ex-Officio Grad School Rep)

**Wendy Montgomery** (Ex-Officio Director of ORA)

**Doug Roberts** (Ex-Officio Undergraduate Studies Rep)

**Kannita Tonggarwee** (Ex-Officio President’s Rep)

**Bianca Bersani** (Faculty)

**Lindsay Carpenter** (Faculty)

**Russell Dickerson** (Faculty)

**Katherine Guinness** (Faculty)

**Thomas Hedberg** (Faculty)

**Melanie Killen** (Faculty)

**Michael Pack** (Faculty)

**Robin Puett** (Faculty)

**Rebecca Hunsaker** (Staff)

**Reid Peterson** (Graduate Student)

**Md Hossain** (Student)

**Michelle Stasik** (Undergraduate Student)

**Date of Submission: April 7, 2026**

**Background:**

In August 2024, the University of Maryland established the University of Maryland Policy on Malign Foreign Talent Recruitment Programs ([IV-7.00\(A\)](#)) in response to federal requirements, including the directives in the January 2021 [National Security Presidential Memorandum on United States Government-Supported Research and Development National Security Policy](#), known as NSPM-33, and in the [Creating Helpful Incentives to Produce Semiconductors \(CHIPS\) and Science Act](#) of 2022. The CHIPS and Science Act, Subtitle D, Section 10632 requires all federal agencies to establish a policy that prohibits researchers from participating in malign foreign talent recruitment programs and indicates that higher education institutions must certify that their researchers are aware of and have complied with this requirement. Further, the Office of Science and Technology Policy (OSTP) [Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs](#) detailed implementation of this mandate, defined the term “malign foreign talent recruitment program,” and clarified applicability of the prohibition.

The Division of Research developed a draft policy with the assistance of subject-matter experts and key stakeholders, as well as the Office of General Counsel, with the goal of addressing this new federal requirement. The policy was approved by the President on August 9, 2024, and the

Senate Executive Committee (SEC) charged the University Research Council with reviewing the interim policy in September 2024 (Appendix 1).

### **Committee Work:**

The University Research Council began reviewing the charge and the Malign Foreign Talent Recruitment Program Policy in October 2025. The Council began by gathering and reviewing background information on the federal laws, regulations, and funding agency requirements surrounding the Policy. It reviewed and discussed the following:

- Proposal on Review of the Interim Malign Foreign Talent Recruitment Program Policy (Senate Document #24-25-04)
- University of Maryland Policy on Malign Foreign Talent Recruitment Programs (IV-7.00(A))
- Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022 (Subtitle D, Section 10632)

The terms “malign foreign talent recruitment program” and “foreign talent recruitment program” are defined in the Office of Science and Technology Policy (OSTP) Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs. The full definition of each can be found in Appendix 2. In general, the federal government is concerned about programs that are sponsored by a foreign government that include compensation of some kind in exchange for the individual engaging in problematic activities such as providing intellectual property to the foreign government. These programs and/or activities are often secretive and often involve contractual agreements that affect the individual’s work at their U.S. institution in some way. The U.S. federal government is moving to prohibit engagement in these types of programs because of research security and integrity concerns.

In its review, the Research Council considered the existing policies at federal agencies regarding these types of programs. While only two agencies had explicit policies when the University policy was approved, the Research Council found that individual policies related to malign foreign talent recruitment programs now exist at six funding agencies, as noted below:

- Department of Defense (effective August 9, 2024)
- NSF (effective May 20, 2024)
- NASA (effective October 1, 2024)
- USDA (effective July 8, 2025)
- DOE (effective FY 2025)
- NIH (effective January 25, 2026)

Policies at federal funding agencies are very similar to one another. All prohibit researchers who receive federal funding or are working on a sponsored project from participating in a malign foreign talent recruitment program. All individuals defined as a Covered Individual according to the OSTP Guidelines must certify that they are not participating in a malign foreign talent recruitment program at the time of proposal and throughout the term of the award.



In November 2025, the Research Council met with representatives from the Research Security Office in the Division of Research, including the University's Research Security Officer. The representatives discussed the federal requirements and gave examples of activities that could be classified as malign foreign talent recruitment programs. Because of the nature of malign foreign talent recruitment programs, they constitute a clear conflict of commitment and as such, a blanket policy prohibiting participation in such programs is appropriate for the University of Maryland. The policy was written to align as closely as possible with federal funding agency requirements; representatives indicated that the definitions from OSTP must be included in the policy in order to demonstrate full compliance to federal regulators. In discussing federal funding agency policies, they explained that the Department of Defense policy extends beyond Covered Individuals to include all faculty participating in research at the recipient institution; the University's policy likewise applies to all faculty, regardless of their participation in a federally-funded sponsored project.

The Research Security Office clarified that in practice, the policy is enforced at the University through the inTERP disclosure process, research security training, and the Kual Research proposal routing process. Disclosures are required for all faculty and staff on an annual basis, and must be submitted or updated when an individual is submitting a proposal for funding. During the disclosure process, individuals must certify that they are not part of a malign foreign talent recruitment program and must disclose all outside activities, which are reviewed by the Disclosure Office and Research Security Office. Researchers also must go through research security training prior to proposal; the training discusses malign foreign talent recruitment programs in detail. Researchers must certify that they are not participating in a malign foreign talent recruitment program in the Kual Research proposal routing process. Proposals will not be submitted until all of these steps are completed.

During its review, the Research Council gathered perspectives from administrative units across campus on the impact of the policy and any concerns with it or its implementation. The Research Council spoke with the Director of ORA, who provided information on how the Kual Research system has been modified and gave an overview of the review process that would occur if a PI were unable to certify that they are not part of a malign foreign talent recruitment program. Representatives of the Research Transparency & Outreach Office gave feedback on the necessity of the policy due to federal regulations, and a representative of the VPR shared perspectives on the broad institutional risk malign foreign talent recruitment programs pose to the University.

In addition, the Council solicited written feedback from the following: the Disclosure Office, the Research Transparency & Outreach Office, the Associate Provost for Faculty Affairs on behalf of the Senior Vice President & Provost, the Executive Director for Government Relations, the Director of Human Resources, the Executive Director of Integrity and Responsible Conduct; the Office of International Students & Scholars, and the University IT Council. In all of the feedback gathered by the Council, there were no reported problems with the policy, nor were there any requests for revisions to the policy. In general, the feedback indicated that the policy is critical to minimizing risk to the University because of the importance of demonstrating compliance with



federal regulations, and indicated that the policy is necessary for securing and maintaining federal funding. Some offices noted that the policy enhances the University's reputation for the security and integrity of its research enterprise, and that it supports broader efforts to foster a culture of integrity in research at the University.

The Research Council also reviewed policies and practices at Big 10 and peer institutions. It found that among the Big 10 and other peers, policies on malign foreign talent recruitment programs are largely similar, since they were all created in response to a specific change in federal requirements. All of the policies state or reference the definition of a malign foreign talent recruitment program from the CHIPS and Science Act, and all of the policies explicitly prohibit participation in such a program. At a minimum, all policies apply to Covered Individuals as defined by federal agencies (which includes PIs, co-PIs, and all senior/key personnel listed on a sponsored project), with most policies going further to apply to all University faculty, staff, and/or students. The policies require that any participation in a foreign talent recruitment program must be disclosed, and that all researchers must certify that they do not participate in a MFTRP at time of proposal and annually.

### **Committee Findings:**

In its review, the Research Council found no concerns or issues with the text of the policy. All offices and units consulted noted they had no concerns with the policy language, and many indicated that specific language from the CHIPS and Science Act or the OSTP Guidelines that are present in the current policy must remain intact in order to satisfy federal compliance concerns.

In reviewing the policy text, the Research Council found minor discrepancies between the definitions in the policy and the definitions of the same terms in the University of Maryland Policy on Conflict of Interest and Conflict of Commitment (II-3.10[A]) ("the COI/COC Policy"). Like the Malign Foreign Talent Recruitment Program Policy, the COI/COC Policy addresses the University's compliance with federal regulations and funding agency policies, as well as federal and state law. The Division of Research had intended for the definitions between the two policies to be the same; however, the COI/COC Policy was revised in 2025 and the definitions within it changed slightly. In order to synchronize the definitions once again, the Research Council determined that minor technical revisions should be made to a small number of definitions within the Malign Foreign Talent Recruitment Program Policy.

During its discussions, the Research Council raised concerns about whether faculty and graduate students will understand what types of activities would constitute a malign foreign talent recruitment program as they pursue opportunities to further their research objectives. The Council noted that in some cases, the opportunities presented may seem on their face to be harmless. Faculty may not know they are being recruited and may sign agreements without fully understanding the implications. Since the federal research landscape has been changing rapidly, the Research Council acknowledged that faculty may not be well informed about the recent developments and why these policy changes are so necessary.



While reviewing policies at peer institutions, the Research Council found that some institutions have resources available to faculty and graduate students to help them understand what a malign foreign talent recruitment program is and to help identify whether opportunities presented to them would be classified as a malign foreign talent recruitment program (Appendix 3). The Research Council felt strongly that similar informational materials could help the University of Maryland community understand this issue more clearly, and decided to develop an administrative recommendation to encourage the development of informational materials to spread awareness across campus.

After due consideration, the Research Council voted to approve its recommendations via an online vote closing on March 26, 2026.

**Recommendations:**

The Research Council recommends the proposed revisions as shown in the attached document be approved.

The Research Council recommends that the Research Security Office should consider developing informational materials to educate and inform faculty and GRAs of the risks of foreign talent recruitment programs.

**Appendices:**

Appendix 1 - Charge from the Senate Executive Committee

Appendix 2 - Definition of FTRP and MFTRP from OSTP

Appendix 3 - Examples of Informational Materials from Big 10 Peers



**Policy Tracking Color Key**  
New Text in **Blue/Bold** (example)  
Removed Text in **Red/Strikethrough** (example)

**IV-7.00(A) UNIVERSITY OF MARYLAND POLICY ON MALIGN FOREIGN TALENT RECRUITMENT PROGRAMS**  
(Approved on an interim basis by the President, August 9, 2024)

**I. Purpose**

The Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022<sup>1</sup> provides funds to support the domestic production of semiconductors and authorizes various programs and activities of federal agencies. Subtitle D, Section 10632 of the CHIPS and Science Act requires all federal agencies to establish a policy that prohibits researchers from participating in “malign foreign talent recruitment programs.” Higher education institutions must certify that their researchers are aware of and have complied with this requirement. The Office of Science and Technology Policy (OSTP) subsequently developed *Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs*<sup>2</sup>. Based on the CHIPS & Science Act mandate, some federal funding agencies, including the Department of Defense (DoD)<sup>3</sup> and the National Science Foundation (NSF), have issued such requirements, and other agencies are also expected to do so. As a recipient of federal funding, the University of Maryland (“the University”) is required to comply with relevant federal laws and federal agency policies. The University of Maryland Policy on Malign Foreign Talent Recruitment Programs (“this Policy”) specifies the federal agency requirements that must be fulfilled by the University and any individuals applying to federal agencies for research and development award funding.

**II. Definitions**

A. “**Covered Individual(s)**” means an individual who:

1. contributes in a substantive, meaningful way to the scientific development or execution of a research and development project proposed to be carried out with a research and development award from a federal agency; and

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<sup>1</sup> The Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022 - Public Law 117-167 (To find this Act online go to: <https://www.congress.gov/bill/117th-congress/house-bill/4346>)

<sup>2</sup> OSTP Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs definitions referenced in this Policy. (To find these Guidelines online go to: <https://www.whitehouse.gov/wp-content/uploads/2024/02/OSTP-Foreign-Talent-Recruitment-Program-Guidelines.pdf>)

<sup>3</sup> Countering Unwanted Foreign Influence in Department-Funded Research at Institutions of Higher Education. (2023, June 8). Office of Undersecretary of Defense. (To find the DoD directive online go to: <https://media.defense.gov/2023/Jun/29/2003251160/-1/-1/1/COUNTERING-UNWANTED-INFLUENCE-IN-DEPARTMENT-FUNDED-RESEARCH-AT-INSTITUTIONS-OF-HIGHER-EDUCATION.PDF>)

2. is designated as a Covered Individual by the federal agency concerned. Federal agencies may also define other individuals as covered persons as appropriate and consistent with their mission.
- B. **“Disclosure(s)”** means information that is required to be provided on all outside professional activities, **external relationships**, and/or significant financial interests ~~in external entities, and~~ **including** foreign talent recruitment programs ~~by University employees, graduate research assistants (GRAs), and Covered Individuals~~ in advance of performing the activity or whenever the situation associated with the activity changes.
- C. **“Foreign Country(ies) of Concern”** means the People’s Republic of China, the Democratic People’s Republic of Korea, the Russian Federation, the Islamic Republic of Iran, or any other country determined to be a country of concern by the U.S. Secretary of State, as defined in federal law.
- D. **“Foreign Talent Recruitment Program”** means any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to an individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue.

A Foreign Talent Recruitment Program does **not** include the following international collaboration activities, so long as the activity is not funded, organized, or managed by an academic institution or a Foreign Talent Recruitment Program on the lists developed under paragraphs (8) and (9) of Section 1286(c) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 4001 note; Public Law 115-232)<sup>4</sup>:

1. Making scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;
2. Participating in international conferences or other international exchanges, research projects or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;
3. Advising a foreign student enrolled at an institution of higher education or writing a recommendation for such a student, at such student's request; and
4. Engaging in the following international activities:

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<sup>4</sup> The John S. McCain National Defense Authorization Act for Fiscal Year 2019 - Public Law 115-232 (To find this Act online go to: <https://www.congress.gov/bill/115th-congress/house-bill/5515>)

- a) Activities that are partly sponsored or otherwise supported by the United States such as serving as a government appointee to the board of a joint scientific fund (e.g., the U.S.-Israel Binational Industrial Research and Development Foundation); providing advice to or otherwise participating in international technical organizations, multilateral scientific organizations, and standards setting bodies (e.g., the International Telecommunications Union, Intergovernmental Panel on Climate Change, etc.); participating in a Fulbright Commission program funded in whole or in part by a host country government; or other routine international scientific exchanges and interactions such as providing invited lectures or participating in international peer review panels.
- b) Involvement in national or international academies or professional societies that produce publications in the open scientific literature that are not in conflict with the interests of the federal agency (e.g., membership in the Pontifical Academy of Sciences or The Royal Society).
- c) Taking a sabbatical, serving as a visiting scholar, or engaging in continuing education activities such as receiving a doctorate or professional certification at an institution of higher education (e.g., the University of Oxford, McGill University) that are not in conflict with the interests of the federal agency.
- d) Receiving awards for research and development which serve to enhance the prestige of the federal agency (e.g., the Nobel Prize).
- e) Other international activities determined appropriate by the federal agency head or designee.

**E. “Graduate Research Assistant(s) (GRAs)”** means a registered graduate student who is enrolled ~~full-time~~ in a graduate degree program at the University and **is participating in ~~works on a research~~ sponsored projects as a Graduate Assistant under the direct supervision of a faculty member. For the purposes of this Policy, references to GRAs include Graduate Fellows.**

**F. “Malign Foreign Talent Recruitment Program”** means:

- 1. any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to the targeted individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue, in exchange for the individual:
  - a. engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a U. S. entity or developed with a federal research and development award to the government of a foreign

country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products;

- b. being required to recruit trainees or researchers to enroll in such program, position, or activity;
  - c. establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a federal research and development award;
  - d. being unable to terminate the Foreign Talent Recruitment Program contract or agreement except in extraordinary circumstances;
  - e. through funding or effort related to the Foreign Talent Recruitment Program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a Federal research and development award;
  - f. being required to apply for and successfully receive funding from the sponsoring foreign government's funding agencies with the sponsoring foreign organization as the recipient;
  - g. being required to omit acknowledgment of the recipient institution with which the individual is affiliated or the federal agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the federal research and development award;
  - h. being required to not disclose to the federal agency or employing institution the participation of such individual in such program, position, or activity; or
  - i. having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the federal research and development award; **and**
2. a program that is sponsored by:
- a. a Foreign Country of Concern or an entity based in a Foreign Country of Concern, whether or not directly sponsored by the Foreign Country of Concern;
  - b. an academic institution on the list developed under section 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 2358 note; Public Law 115-232); or
  - c. a Foreign Talent Recruitment Program on the list developed under section 1286(c)(9) of the John S. McCain National Defense Authorization Act for

- E. **“Outside Professional Activities”** means any paid or unpaid activity with an external entity that is beyond the scope of a University **E**mployee's **or GRA's** institutional responsibilities but is still **related to** ~~within~~ their discipline, area of expertise, or the practice of their profession. **Outside Professional Activities** ~~and~~ includes ~~either~~ **both** professional service ~~and~~ ~~or~~ consulting.
- F. **“Research and Development”** means basic or applied research, **creative scholarship**, and/or development and includes the development or marketing of University-owned intellectual property, the acquisition of services of a University **E**mployee by an entity for research and development purposes, or participation in State economic development programs.
- G. **“Significant Financial Interest”** means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interest (e.g., stocks, stock options or other ownership interests); intellectual property rights (e.g., patents, copyrights and **revenue royalties** from such rights); and/or positions outside of the University that involve **a fiduciary role for responsibility to** an external entity, whether compensated or not.
- H. **“University Employee(s)”** means all faculty and staff employed by the University, regardless of title, FTE, full–or part-time status, **and also includes University officials**.

### III. Policy

- A. University Employees and Graduate Research Assistants (GRAs) are prohibited from participating in Malign Foreign Talent Recruitment Programs.
- B. Requirements for Federal Funding
  - 1. Covered Individuals are required to submit a Disclosure if they are a party to any Foreign Talent Recruitment Programs, in addition to any Disclosures of Outside Professional Activities and Significant Financial Interests required by federal/state law, federal agency guidance, and/or University System of Maryland (USM)/University policies and procedures.
  - 2. Covered Individuals, as defined by this Policy or a federal agency, are prohibited from participating in a Malign Foreign Talent Recruitment Program.
  - 3. As part of the proposal submission process for a Research and Development award from a federal agency:
    - a) Each Covered Individual listed on a proposal must certify that they are not a party to a Malign Foreign Talent Recruitment Program. This certification must also be renewed annually for the duration of an award; and

- b) Subject to federal agency requirements, the University's Authorized Organization Representative (AOR) may rely on the certification provided by a Covered Individual to complete their certification prior to proposal submission.

#### **IV. Non-Compliance**

- A. Failure to comply with this Policy and other Disclosure requirements associated with federal funding may be a violation of federal law.
- B. University Employees, GRAs, or other Covered Individuals found to be in violation of this Policy, USM/University policies and procedures, and/or federal agency requirements based on any form of dishonesty or by acting in bad faith, including failure to submit or knowingly submitting an incomplete, erroneous, or misleading Disclosure, or failure to comply with required certifications, may face disciplinary action, including but not limited to, freezing federally-funded research accounts, suspension and/or termination of employment or expulsion from the graduate program, in accordance with USM and University policies or Graduate School policies, as applicable.

# Appendix 1: Charge from the Senate Executive Committee



UNIVERSITY SENATE

CHARGE

Charged: September 11, 2024 | Deadline: December 5, 2025

## Review of the Interim Malign Foreign Talent Recruitment Program Policy (Senate Document #24-25-04)

Research Council | Chair: Gerald Wilkinson

The Senate Executive Committee (SEC) and Senate Chair Dammeyer request that the Research Council review the proposal entitled *Review of the Interim Malign Foreign Talent Recruitment Program Policy*.

The Research Council is asked to:

1. Review the following:
  - a. The proposal entitled *Review of the Interim Malign Foreign Talent Recruitment Program Policy* (Senate Document #24-25-04);
  - b. The policy entitled *University of Maryland Policy on Malign Foreign Talent Recruitment Programs* ([IV-7.00\(A\)](#));
  - c. The [Creating Helpful Incentives to Produce Semiconductors \(CHIPS\) and Science Act of 2022](#) (Subtitle D, Section 10632); and
  - d. Similar policies and procedures on *Malign Foreign Talent Recruitment Programs* at Big 10 and other peer institutions.
2. Consult:
  - a. The Vice President for Research or designee;
  - b. The Research Security Officer (RSO) from the Division of Research;
  - c. The Conflict of Interest (COI) Office;
  - d. The Office of Research Administration (ORA);
  - e. The Office of Research Transparency & Outreach (RTO);
  - f. The Executive Director for Government Relations or designee;
  - g. The Senior Vice President and Provost or designee;
  - h. The Dean of the Graduate School;
  - i. The Director of Human Resources;
  - j. The Executive Director of Integrity and Responsible Conduct;
  - k. The Office of International Students & Scholars; and
  - l. The Information Technology (IT) Council.
3. Consider:
  - a. Any recent changes to federal and funding agency guidance on research security;
  - b. Similar requirements implemented by other federal funding agencies, including but not limited to the Department of Defense (DoD) and the National Science Foundation (NSF); and
  - c. The implications of the policy on campus constituents by gathering diverse campus input.
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 **December 5, 2025**. If you have questions or need assistance, please contact the University Senate Office, [senate-admin@umd.edu](mailto:senate-admin@umd.edu).

## Appendix 2: Definitions from OSTP Guidelines

*Excerpt from: Office of Science and Technology Policy (OSTP) Guidelines for Federal Research Agencies Regarding Foreign Talent Recruitment Programs*

A **foreign talent recruitment program** is any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to an individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue.<sup>9</sup>

Consistent with Section 10632(d) of the Act, a foreign talent recruitment program does **not** include the following international collaboration activities, so long as the activity is not funded, organized, or managed by an academic institution or a foreign talent recruitment program on the lists developed under paragraphs (8) and (9) of Section 1286(c) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 4001 note; Public Law 115-232):

1. Making scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;
2. Participating in international conferences or other international exchanges, research projects or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;
3. Advising a foreign student enrolled at an institution of higher education or writing a recommendation for such a student, at such student's request; and
4. Engaging in the following international activities:
  - a. Activities that are partly sponsored or otherwise supported by the United States such as serving as a government appointee to the board of a joint scientific fund (e.g., the U.S.-Israel Binational Industrial Research and Development Foundation); providing advice to or otherwise participating in international technical organizations, multilateral scientific organizations, and standards setting bodies (e.g., the International Telecommunications Union, Intergovernmental Panel on Climate Change, etc.); participating in a Fulbright Commission program funded in whole or in part by a host country government; or other routine international scientific exchanges and interactions such as providing invited lectures or participating in international peer review panels.
  - b. Involvement in national or international academies or professional societies that produce publications in the open scientific literature that are not in conflict with the interests of the federal research agency (e.g., membership in the Pontifical Academy of Sciences or The Royal Society).
  - c. Taking a sabbatical, serving as a visiting scholar, or engaging in continuing education activities such as receiving a doctorate or professional certification at an institution of higher education (e.g., the University of Oxford, McGill University) that are not in conflict with the interests of the federal research agency.
  - d. Receiving awards for research and development which serve to enhance the prestige of the federal research agency (e.g., the Nobel Prize).
  - e. Other international activities determined appropriate by the federal research agency head or designee.

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<sup>9</sup> See also, more generally, *National Institute of Standards and Technology: Strengthening Disclosure Requirements and Assessing Training Could Improve Research Security*, GAO-24-106074 (Dec 14, 2023), p. 10 (“A foreign talent recruitment program is an effort organized, managed, or funded by a foreign government, or a foreign government entity, to recruit science and technology professionals or students (regardless of citizenship or national origin, or whether having a full-time or part-time position)).”

## Definition of Malign Foreign Talent Recruitment Program

*(As defined by Section 10638(4) of the Act)*

“A **malign foreign talent recruitment program** is:

- (A) any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to the targeted individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue, in exchange for the individual—
- (i) engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a United States entity or developed with a Federal research and development award to the government of a foreign country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products;
  - (ii) being required to recruit trainees or researchers to enroll in such program, position, or activity;
  - (iii) establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a Federal research and development award;
  - (iv) being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances;
  - (v) through funding or effort related to the foreign talent recruitment program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a Federal research and development award;
  - (vi) being required to apply for and successfully receive funding from the sponsoring foreign government's funding agencies with the sponsoring foreign organization as the recipient;
  - (vii) being required to omit acknowledgment of the recipient institution with which the individual is affiliated, or the Federal research agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the Federal research and development award;
  - (viii) being required to not disclose to the Federal research agency or employing institution the participation of such individual in such program, position, or activity; or
  - (ix) having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the Federal research and development award; and
- (B) a program that is sponsored by—
- (i) a foreign country of concern or an entity based in a foreign country of concern, whether or not directly sponsored by the foreign country of concern;<sup>10</sup>
  - (ii) an academic institution on the list developed under section 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 4001 note; Public Law 115-232); or

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<sup>10</sup> See definitions in the Act, Section 10637.

- (iii) a foreign talent recruitment program on the list developed under section 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 4001 note; Public Law 115-232).”

## Appendix 3 - Examples of Informational Materials from Big 10 Peers

### How to Identify a Non – U.S. Talent Recruitment Program



#### WHAT IS A NON – U.S. TALENT RECRUITMENT PROGRAM?

An initiative aimed at recruiting experts in academia and other sectors to cultivate a non-U.S. nation's domestic talent pool in support of that nation's strategic civil and military goals. The arrangement will typically include a non-U.S. university and a UC researcher but will not ordinarily include UC.

Current or pending participation in, or application to, a non-U.S. talent recruitment program is a Category I activity that requires prior approval under [APM - 025](#) and [APM - 671](#).

Participation in Malign Foreign Talent Recruitment Programs as defined by the federal government (see [here](#) for federal definition) may be prohibited by federal funding agencies (or soon will be as required by law).



#### INDICATORS OF A NON – U.S. TALENT RECRUITMENT PROGRAM

- A written or verbal agreement such as an employment agreement or memorandum of understanding.
- Promised compensation that might include such things as cash or in-kind compensation, research support, complimentary travel, and honorific titles.
- An arrangement that typically includes a non-U.S. university and UC researcher, but doesn't always include the UC researcher's institution.
- Support that might be from a non-U.S. government national, provincial, or local sector or include a private entity.
- Requirement that the researcher comply with the laws of the non-U.S. nation.
- Requirement that the researcher commit effort/time in the talent program resulting in conflict of commitment or interest in excess of the standard UC and/or U.S. federal agency requirements.



#### TYPICAL PARTICIPATION REQUIREMENTS

- Performance of major non-U.S. national major or key projects.
- Publication of high-level articles in important international academic journals, in the name of non-U.S. institutions.
- Declaration of any national or international invention patents.
- Introduction and cultivation of non-U.S. nation's domestic scholars or graduation students including assistance in publications, inclusion in exchanges and sponsorship or recruitment of such scholars or students to work or study at UC.
- Inclusion of the name of the UC researcher and primary affiliation with the non-U.S. institution in any publications, award applications, patent applications and research project applications.



#### TYPES OF SUPPORT OFFERED IN EXCHANGE

- Funding for scientific research including the establishment of a laboratory in the non-U.S. institution.
- Provision at no cost for academic team construction, such as payment, accommodation, and travel expense for team members.
- Living allowance for researcher including lodging, travel expenses, and bonuses.

Contacts for assistance: [Campus Academic Personnel Offices](#); [Campus Research Compliance Offices](#)

# Is My Talent Program Malign?

# 1

Are you being paid or receiving any form of compensation (i.e. recognition, awards, money, funding, reimbursement, land, etc.) from a country other than the US (including the promise of future compensation of any kind?)

# 2

Is the program from China, Iran, Russia, or North Korea?

# 3

Contact the Export Controls & International Compliance team if you are asked to engage in or are participating in any of the following activities:

- Recruit others (trainees, researchers, speakers, etc.) to participate in a talent program with a foreign entity.
- Hold a position,\* an appointment, a laboratory, or a company in a foreign country
- Engage in a contract/agreement where termination is not an option or is difficult
- Unauthorized transfer of (IP) intellectual property), materials, data, or other nonpublic information
- Engage in work for or in another country that overlaps with U.S. Federal dollars
- Apply for or receive funding from a sponsoring foreign entity where you did NOT engage Sponsored Research
- Omit a recipient affiliation, or being told/required to make omissions
- Conceal program participation in any way

\*Simply holding a position does not constitute a "malign" talent program but if it's with a country of concern it maybe problematic

Engagement in a malign foreign talent program from a country of concern precludes an individual from applying for or receiving U.S. federal dollars.

Countries of concern are currently defined by the U.S. federal government.

**China**

**Iran**

**Russia**

**North Korea**

[exportcontrols@northwestern.edu](mailto:exportcontrols@northwestern.edu)

847-467-0090

## What is an MFTRP?

An MFTRP is defined at §10638(4) of the [CHIPS and Science Act](#).

An MFTRP is "a program, position, or activity" falling under all of Categories A, B, and C, i.e. meets one of the descriptors under Category A, Category B, and Category C.



### **SPONSORED BY A FOREIGN COUNTRY OF CONCERN**



### **COMPENSATION OR REMUNERATION**



### **PROBLEMATIC OBLIGATIONS OR ACTIVITIES**

## Category A – Sponsored by a Foreign Country of Concern

Sponsored by a "foreign country of concern" or an entity based in a foreign country of concern (whether or not directly sponsored by the foreign country of concern). Foreign Countries of Concern currently include:

- The People's Republic of China
- The Democratic People's Republic of Korea (North Korea)
- The Russian Federation
- The Islamic Republic of Iran
- an academic institution or foreign talent recruitment program on the list developed under §1286 of the John S. McCain National Defense Authorization Act for Fiscal Year 2019

## Category B – Compensation or Remuneration

Includes compensation in the form of:

- cash
- in-kind compensation, including:
  - research funding
  - promised future compensation
  - complimentary foreign travel
  - things of non de minimis value
  - honorific titles
  - career advancement opportunities; or
- other types of remuneration or consideration

## Category C – Problematic Obligations or Activities

Compensation or remuneration is provided to the individual in exchange for:

- engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a United States entity or developed with a Federal research and

development award to the government of a foreign country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products;

- being required to recruit trainees or researchers to enroll in such program, position, or activity;
- establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a Federal research and development award;
- being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances;
- through funding or effort related to the foreign talent recruitment program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a Federal research and development award;
- being required to apply for and successfully receive funding from the sponsoring foreign government's funding agencies with the sponsoring foreign organization as the recipient;
- being required to omit acknowledgment of the recipient institution with which the individual is affiliated, or the Federal research agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the Federal research and development award;
- being required to not disclose to the Federal research agency or employing institution the participation of such individual in such program, position, or activity; or
- having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the Federal research and development award.



## Is My Foreign Talent Program Malign?

1

Are you being paid or receiving any form of compensation (i.e., recognition, awards, money, funding, reimbursement, land, etc.) from a country other than the U.S., including the promise of future compensation of any kind?

2

Is the program from China, Iran, Russia, or North Korea?

3

Contact the Office of Research Security and Export Controls if you are asked to engage in or are participating in any of the following activities:

- Recruit or train others (researchers, speakers, etc.) to participate in a talent program with a foreign entity.
- Hold a position, or appointment,\* or have a laboratory, or a company in a foreign country.
- Engage in a contract/agreement where termination is not an option or is difficult.
- Unauthorized transfer of intellectual property (IP), materials, data, or other nonpublic information.
- Engage in work for or in another country that overlaps with U.S. Federal dollars.
- Apply for or receive funding from a sponsoring foreign entity where you did NOT engage Sponsored Research.
- Omit UW's affiliation, or being told/required to make omissions.
- Conceal or fail to disclose program participation in any way.

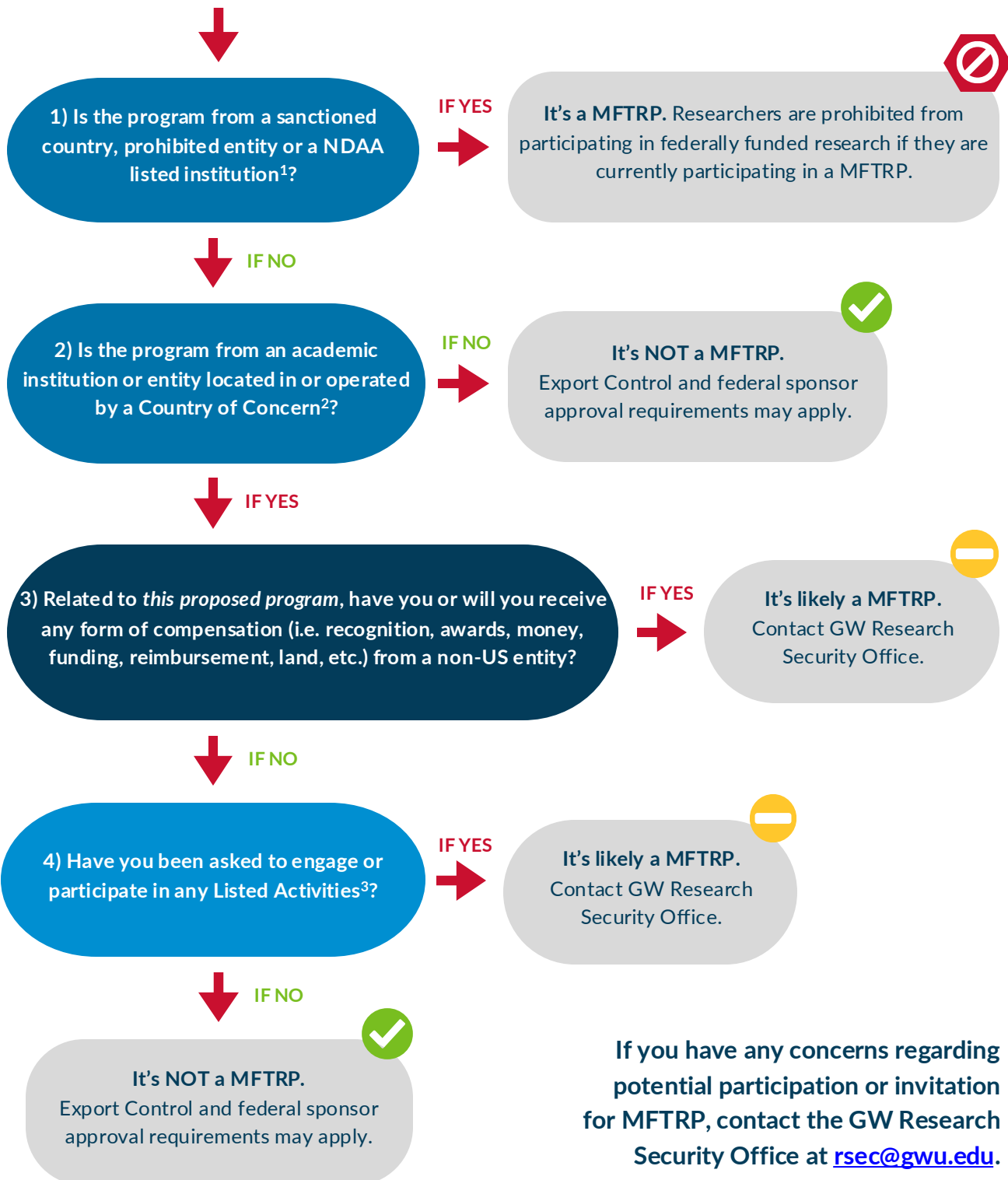
\*Holding a position or appointment does not constitute a "malign" talent program but if it's with a country of concern it maybe problematic

Engagement or association with a malign foreign talent program from a country of concern may preclude an individual from applying for or receiving U.S. federal research funding.

The following are not considered malign foreign talent programs:

- Scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;
- Participation in international conferences or other international exchanges, research projects or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;
- Advising a foreign student enrolled at UW or writing a recommendation for such a student, at such student's request.

## Is my activity a Malign Foreign Talent Recruitment Program (MFTRP)?



### **<sup>1</sup>Sanctioned Countries, Prohibited Entities, NDAA Listed Institutions:**

- Under U.S. Treasury Department OFAC regulations, [Sanctions](#) programs include: Russia, Belarus, Crimea, [so-called] Donetsk People's Republic and Luhansk People's Republic Regions of Ukraine, Cuba, Iran, North Korea, and Syria.
- Please refer to this list of [NDAA Listed Institutions](#).
- Please use Descartes Visual Compliance tool to determine if a country, institution, or entity is sanctioned. If you have no access to Visual Compliance, please contact the Research Security office, [rsec@gwu.edu](mailto:rsec@gwu.edu).

**<sup>2</sup>Countries of Concern under the [Chips and Science Act](#) (42 U.S. Code § 19221) include China (including Macau and Hong Kong, but excluding Taiwan), Iran, North Korea, and Russia.**

### **<sup>3</sup>Listed Activities include but may not be limited to:**

- Accepting a position, undertaking an appointment, or establishing a laboratory/company in a foreign country or with an entity based in a foreign country;
- Applying for or receiving funding from a sponsoring foreign government agency, where a foreign institution or entity is the recipient;
- Recruiting others (trainees, researchers, speakers, etc.) to participate in or enroll in such program, position, or activity;
- Engaging in work for or in another country that overlaps with the U.S. Federal dollars to an extent which limits capacity on U.S. awards;
- Engaging in an unauthorized transfer of (IP) intellectual property), materials, data, or other nonpublic information;
- Engaging in a contract/agreement where termination is not an option or is difficult;
- Omitting a recipient affiliation, or being told/required to make omissions;
- Concealing program participation in any way; and
- Maintaining a conflict of interest or commitment contrary to the standard terms and conditions of a Federal R&D award.

The National Science Foundation, Department of Defense, and other federal funding agencies are beginning to prohibit sponsored research personnel from participating in Malign Foreign Talent Recruitment Programs (MFTRPs), as required by the CHIPS and Science Act of 2022. But not all foreign talent recruitment programs are malign.

How do you know if an arrangement is a MFTRP? If the arrangement is described in **Box A** below, and has at least one factor from **Box B** and at least one factor from **Box C**, the arrangement falls within the CHIPS and Science Act's definition of a MFTRP. Please do not hesitate to contact the MSU Talent Program Resource with any questions - [ORI.TalentPrograms@msu.edu](mailto:ORI.TalentPrograms@msu.edu).



Research and Innovation  
MICHIGAN STATE UNIVERSITY

**A. What type of activities need to be considered?**

Any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to the targeted individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue.

**B. Problematic Obligations/Activities:**

In exchange for the individual—

- (1) engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a United States entity or developed with a Federal research and development award to the government of a foreign country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products;
- (2) being required to recruit trainees or researchers to enroll in such program, position, or activity;
- (3) establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a Federal research and development award;
- (4) being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances;
- (5) through funding or effort related to the foreign talent recruitment program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a Federal research and development award;
- (6) being required to apply for and successfully receive funding from the sponsoring foreign government's funding agencies with the sponsoring foreign organization as the recipient;
- (7) being required to omit acknowledgment of the recipient institution with which the individual is affiliated, or the Federal research agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the Federal research and development award;
- (8) being required to not disclose to the Federal research agency or employing institution the participation of such individual in such program, position, or activity; or
- (9) having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the Federal research and development award;

**C. Problematic Sponsorship:**

And is a program sponsored by—

- (1) a foreign country of concern (FCOC), currently defined as:
  - China,
  - Iran,
  - North Korea, and
  - Russia;
- (2) an entity based in a FCOC, whether or not the program is directly sponsored by the government of the FCOC; or
- (3) an academic institution or a foreign talent recruitment program identified by the [Department of Defense](#)



# UNIVERSITY SENATE

## Transmittal | #25-26-18 Campus Transportation Advisory Committee

### University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property Senate Document #25-26-18

**Presented By:** Dannielle Glaros, Campus Transportation Advisory Committee

**Review Date:** CTAC - March 23, 2026 | SEC - April 15, 2026 | Senate May 6, 2026

**Voting Method:** In a single vote

#### Relevant Policy/Document:

- [Proposal: University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property \(Appendix 2\).](#)
- [Interim Policy VI-31:00\(A\): University of Maryland Policy and Procedures For The Wearing of Helmets While Riding A Micromobility Vehicle on University Property \(Appendix 3\)](#)

**Necessary Approvals:** Senate, President

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#### **Proposal:**

In recent years, the number of micromobility vehicles on campus, including pedal bicycles, e-bikes and e-scooters, has grown significantly. For a variety of reasons, micromobility vehicles are prone to accidents. Contributing factors include their small size, lack of safety protection, inherent instability of the scooter rider platform, and driver inexperience. Additionally, accidents involving micromobility vehicles often involve head injury, and wearing safety helmets can reduce the severity of injuries. The State of Maryland does not have a helmet law for riders over 16 years of age.

The Micromobility Workgroup (*Appendix 4*), which currently includes representatives of eleven campus departments and key student organizations, has recommended implementation of a university policy requiring the wearing of helmets by all micromobility riders to improve safety on campus.

Accidents over the past year continue to be a concern, and some riders have experienced temporary loss of consciousness and facial and dental injuries. This fall there appears to be an uptick in the severity of accidents.

The university is committed to the safety of every person who travels on our campus and efforts have been put in place in an effort to curb the unsafe behavior that can lead to accidents (including multiple safety-related communications, active enforcement, and lowering of the

campus speed limit to 15 mph). Owners of personal electric scooters and e-bikes are required to register their vehicles, after completion of required safety training.

### **Recommendations:**

CTAC unanimously recommended removal of the *interim University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property* (Senate Document #25-26-18). The committee did not propose any revisions.

A quorum of nine members voted:

- Student Government Association (1 vote)
- Residence Hall Association (2 votes)
- Graduate Student Government (2 votes)
- Faculty (3 votes)
- Staff (1 vote)

### **Committee Work:**

On December 3, 2026, Dannielle Glaros, CTAC Chair, introduced Senate Bill 25-26-28 to the Campus Transportation Advisory Committee (CTAC). The committee reviewed the interim policy, proposed policy, and Senate charge to CTAC. It was noted that there are slight differences between the interim and proposed policies.

On February 23, 2026, CTAC welcomed representatives from the Department of Transportation Services (DOTS) and the Police Department (UMPD) to present micromobility data, offer subject-matter expert perspectives, and respond to committee questions regarding Senate Bill #25-26-18.

Charlie Willson, DOTS Assistant Director, presented updates from the Micromobility Workgroup, micromobility utilization and registration data, UMD micromobility crash data from 2024 - 2025, and benchmarking findings from Big Ten and other peer institutions. The committee also discussed DOTS programming, such as helmet giveaways, educational campaigns, and the required Micromobility at UMD training.

David Mitchell, Chief of Police/Director of Public Safety, stated UMPD's FY26 goal of achieving higher compliance with the interim policy and, more broadly, the safe operation of micromobility devices. Chief Mitchell shared the challenges of enforcing moving violations, observed non-compliance with the interim policy, and discussed the pros and cons of requiring helmet use to be a secondary, rather than primary, violation. Chief Mitchell expressed concern that excessive micromobility enforcement could potentially erode goodwill between UMPD and the student body. He stated that enforcement should be a last resort and that UMD should invest more resources to educate riders about the importance of helmet use as a personal safety measure. Major Ken Ecker discussed UMPD's FY26 enforcement efforts. Annual scooter registration fees fund micromobility enforcement; however, UMPD remarked that even with funding, it is logistically challenging to staff micromobility enforcement while maintaining other



essential public safety activities. Both DOTS and UMPD emphasized the importance of wearing helmets while using micromobility devices.

CTAC engaged in a robust discussion following presentations by DOTS and UMPD. The committee sought clarification regarding the broad applicability of a helmet policy by UMD affiliation (students, staff, faculty) and by vehicle type (e-scooter, e-bike, pedal bike, other). The committee inquired about Veo utilization and Veo-enforced safety measures, such as limiting access for reckless riders (n/a) and requiring helmets to begin a ride (n/a).

Between November 2025 and March 2026, Chair Glaros and DOTS officials engaged with Senate committees, campus workgroups, and the Office of General Counsel to solicit input regarding the proposed policy. On March 13, CTAC administrators distributed CTAC Helmet Policy Reference Documents 2026 (*Appendix 5a-f*) containing notes from campus bodies that were consulted, benchmarking data, specific feedback from community members, and three example recommendations (*Appendix 5f*) for consideration.

On March 23, 2026, CTAC convened to deliberate and finalize recommendations to the University Senate regarding Senate Proposal “University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property” (Senate Document #25-26-18).

### **Alternatives:**

Campus Transportation Advisory Committee members expressed that the university should prioritize infrastructure investments and adopt a Safe System Approach (*Appendix 6, 7*) to achieve the policy’s stated goals of reducing the frequency and severity of head injuries and nurturing a safety-first culture at UMD. The Safe System Approach is endorsed by the U.S. DOT; it has been adopted as a best practice by transportation communities nationally and internationally. This holistic approach works by 1) building and 2) reinforcing layers of protection to prevent crashes and minimize harm when crashes occur. Safe systems accept that humans make mistakes, humans are vulnerable, responsibility is shared, safety is proactive, redundancy is crucial, and death and serious injuries are unacceptable.

### **Risks:**

The committee considered potential risks to the university. They did not associate this recommendation with increased risk exposure.

### **Financial Implications:**

There are no known financial implications.





Report | #25-26-18
Campus Transportation Advisory Committee

University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property
Senate Document #25-26-18

2025-2026 Committee Members:

Table with 4 columns: Name, Senate Constituency, Name, Non-Senate Constituency. Rows include members like Dannielle Glaros (Chair), John Straub (Faculty), Sarah Hovde (Faculty), etc.

Background:

In November 2025, the Senate Executive Committee (SEC) and Senate Chair Dammeyer requested that the Campus Transportation Advisory Committee (CTAC) review the proposal titled, University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property (Senate Document #25-26-18).

Chair Dammeyer charged CTAC to do the following:

- 1. Review
a. The proposal entitled, University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property (Senate Document #25-26-18)
b. The interim policy, University of Maryland Policy and Procedures for the Wearing of Helmets While Riding a Micromobility Vehicle on University Property (VI-31.00(A)).
c. Similar student policies and procedures at Big 10 and other peer institutions.
2. Consult

- a. The Micromobility Workgroup.
  - b. A representative from the University of Maryland Police Department.
  - c. A representative from the Department of Transportation Services.
  - d. Campus Affairs Committee.
  - e. Student Conduct Committee.
  - f. Student Affairs Committee.
  - g. Staff Affairs Committee.
  - h. Faculty Affairs Committee.
  - i. Office of General Counsel.
3. Consider
    - a. The data collected by the Micromobility Workgroup.
    - b. How the proposal impacts all members of the campus community, as the policy is not limited to students, but is also applicable to faculty and staff.
    - c. Policies being implemented by the City of College Park regarding micromobility.
  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.

### **Committee Work:**

On December 3, 2026, Dannielle Glaros, CTAC Chair, introduced Senate Document #25-26-28 (*Appendix 1*) to the Campus Transportation Advisory Committee (CTAC). The committee reviewed the interim policy, proposed policy, and Senate charge to CTAC. It was noted that there are slight differences between the interim and proposed policies.

On February 23, 2026, CTAC welcomed representatives from the Department of Transportation Services (DOTS) and the Police Department (UMPD) to present micromobility data, offer subject-matter expert perspectives, and respond to committee questions regarding Senate Bill #25-26-18.

Charlie Willson, DOTS Assistant Director, presented updates from the Micromobility Workgroup, micromobility utilization and registration data, UMD micromobility crash data from 2024 - 2025, and benchmarking findings from Big Ten and other peer institutions. The committee also discussed DOTS programming, such as helmet giveaways, educational campaigns, and the required Micromobility at UMD training.

David Mitchell, Chief of Police/Director of Public Safety, stated UMPD's FY26 goal of achieving higher compliance with the interim policy and, more broadly, the safe operation of micromobility devices. Chief Mitchell shared the challenges of enforcing moving violations, observed non-compliance with the interim policy, and discussed the pros and cons of requiring helmet use to be a secondary, rather than primary, violation. Chief Mitchell expressed concern that



excessive micromobility enforcement could potentially erode goodwill between UMPD and the student body. He stated that enforcement should be a last resort and that UMD should invest more resources to educate riders about the importance of helmet use as a personal safety measure. Major Ken Ecker discussed UMPD's FY26 enforcement efforts. Annual scooter registration fees fund micromobility enforcement; however, UMPD remarked that even with funding, it is logistically challenging to staff micromobility enforcement while maintaining other essential public safety activities. Both DOTS and UMPD emphasized the importance of wearing helmets while using micromobility devices.

CTAC engaged in a robust discussion following presentations by DOTS and UMPD. The committee sought clarification regarding the broad applicability of a helmet policy by UMD affiliation (students, staff, faculty) and by vehicle type (e-scooter, e-bike, pedal bike, other). The committee inquired about Veo utilization and Veo-enforced safety measures, such as limiting access for reckless riders (n/a) and requiring helmets to begin a ride (n/a).

Between November 2025 and March 2026, Chair Glaros and DOTS officials engaged with Senate committees, campus workgroups, and the Office of General Counsel to solicit input regarding the proposed policy. On March 13, CTAC administrators distributed a digital packet (*Appendix 5*) containing notes from campus bodies that were consulted, benchmarking data, specific feedback from community members, and three example recommendations for consideration.

On March 23, 2026, CTAC convened to deliberate and finalize recommendations to the University Senate regarding Senate Proposal "University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property" (Senate Document #25-26-18).

### **Committee Findings:**

CTAC members representing UMD students, staff, and faculty reviewed the Senate Charge and Proposal, summary notes from campus committees and workgroups (*Appendix 5a*), micromobility crash data (*Appendix 5b*), benchmarking data (*Appendix 5c*), a subject-matter expert perspective on helmet mandates (*Appendix 5d*), and anonymized feedback from CTAC members (*Appendix 5e*). Members were divided into two breakout rooms: students and faculty/staff. They deliberated for 30 minutes in breakout rooms before returning to the main room to report out, discuss, and vote on a recommendation. RHA provided additional information from a student survey (*Appendix 8*). Members were asked to consider the following proposed recommendations:

**Option 1:** Make the Interim Policy Permanent (no changes, but likely codifying the adjudication processes in detail)

**Option 2:** Make the Policy Permanent with Modifications (focus on the most dangerous behaviors and faster vehicles by making the infraction a 'secondary offense' and/or limiting to electric-powered vehicles, or privately owned electric vehicles)



**Option 3:** Do Not Adopt the Policy and rely on existing ongoing safety measures (reflecting best practices of other Big 10 schools and the ‘safe system’ approach)

Both groups reported that they believe the interim helmet policy should be removed, and a permanent policy mandating the wearing of a helmet while riding or operating a micromobility device on university property should not be codified. Representatives from the Student Government Association, Residence Hall Association, Graduate Student Government, faculty, and staff reached this decision based on the following:

- This policy is unenforceable
- Enforcing existing traffic laws, such as speed limits and stop sign adherence, is a more effective focus
- UMD should prioritize investments in infrastructure improvements that support safer streets
- Education strongly encouraging the use of helmets and connecting that risk to head trauma could be equally, if not more, successful
- A helmet mandate disincentivizes the use of affordable and reliable transportation (bikes, scooters), particularly for college students with limited resources and sustainability-minded commuters
- It is impractical to require helmets for those who use shared micromobility (Veo) to get around

There was broad acknowledgement by all voting members that helmets can prevent severe head trauma and that riders should wear helmets. However, members expressed that the decision to do so should be left to riders.

### **Recommendation:**

CTAC unanimously recommended removal of the *interim University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property* (Senate Document #25-26-18). The committee did not propose any revisions.

A quorum of nine members voted:

- Student Government Association (1 vote)
- Residence Hall Association (2 votes)
- Graduate Student Government (2 votes)
- Faculty (3 votes)
- Staff (1 vote)



**Appendices:**

1. University Senate Charge
2. University Senate Proposal: University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property
3. Interim Policy
4. Micromobility Workgroup
5. CTAC Helmet Policy Reference Documents 2026
  - a. Summary Notes from Campus Committees and Workgroups
  - b. Crash Data
  - c. Benchmarking Data
  - d. Expert Perspective on Helmet Mandates
  - e. Anonymized Feedback from CTAC Members
  - f. Example Recommendations
6. Transportation.gov Safe System Approach
7. U.S. DOT Safe System Approach Flyer
8. SP26 RHA Helmet Policy Survey (Responses)





## University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property (Senate Document #25-26-18)

### Campus Transportation Advisory Committee | Chair: Dannielle Glaros

The Senate Executive Committee (SEC) and Senate Chair Dammeyer request that the Campus Transportation Advisory Committee (CTAC) review the proposal entitled, *University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property*.

Specifically, the Campus Transportation Advisory Committee should:

1. Review:

- a. The proposal entitled, *University of Maryland Policy and Procedures for Wearing of Helmets While Riding a Micromobility Vehicle on University Property (Senate Document #25-26-18)*
- b. The interim policy, *University of Maryland Policy and Procedures for the Wearing of Helmets While Riding a Micromobility Vehicle on University Property (VI-31.00(A))*.
- c. Similar student policies and procedures at Big 10 and other peer institutions.

2. Consult:

- a. The [Micromobility Workgroup](#).
- b. A representative from the University of Maryland Police Department.
- c. A representative from the Department of Transportation Services.
- d. Campus Affairs Committee.
- e. Student Conduct Committee.
- f. Student Affairs Committee.
- g. Staff Affairs Committee.
- h. Faculty Affairs Committee.
- i. Office of General Counsel.

3. Consider:

- a. The data collected by the Micromobility Workgroup.
- b. How the proposal impacts all members of the campus community, as the policy is not limited to students, but is also applicable to faculty and staff.
- c. Policies being implemented by the City of College Park regarding micromobility.

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.

Please submit a report to the University Senate Office no later than **April 3, 2026**. If you have questions or need assistance, please contact the University Senate Office at [senate-admin@umd.edu](mailto:senate-admin@umd.edu).



## University of Maryland Policy and Procedures for the Wearing of Helmets While Riding a Micromobility Vehicle on University Property

NAME/TITLE	C. Robert Reuning, Vice President & Chief Administrative Officer		
EMAIL	creuning@umd.edu	PHONE	301-448-7817
UNIT	Division of Administration	CONSTITUENCY	

### DESCRIPTION OF ISSUE

In recent years, the number of micromobility vehicles on campus, including pedal bicycles, e-bikes and e-scooters, has grown significantly. For a variety of reasons, micromobility vehicles are prone to accidents. Contributing factors include their small size, lack of safety protection, inherent instability of the scooter rider platform, and driver inexperience. Additionally, accidents involving micromobility vehicles often involve head injury, and wearing safety helmets can reduce the severity of injuries. The State of Maryland does not have a helmet law for riders over 16 years of age.

The UMD micromobility workgroup <https://admin.umd.edu/initiatives-and-projects/micromobility-workgroup>, which currently includes representatives of eleven campus departments and key student organizations, has recommended implementation of a university policy requiring the wearing of helmets by all micromobility riders, to improve safety on campus.

Accidents over the past year continue to be a concern, and some riders have experienced temporarily loss of consciousness and facial and dental injuries. This fall there appears to be an uptick in the severity of accidents.

The university is committed to the safety of every person who travels on our campus and efforts have been put in place in an effort to curb the unsafe behavior that can lead to accidents (including multiple safety-related communications, active enforcement, and lowering of the campus speed limit to 15 m.p.h.). Owners of personal electric scooters and e-bikes are required to register their vehicles, after completion of required safety training.

### DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE

Requesting Senate approval of interim helmet policy VI-31.00(A) <https://policies.umd.edu/general-administration/university-of-maryland-policy-and-procedures-for-the-wearing-of-helmets-while-riding-a-micromobility-vehicle-on-university-property>.

With this new policy, we hope to immediately reduce the frequency and severity of head injuries. Our long-term goal is to nurture a safety-first culture at UMD.

## **SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE**

Communication and outreach related to transportation safety at UMD will now include information about the helmet policy. Free and low-cost helmets are provided by DOTS and RecWell throughout the semester.

The University of Maryland Police Department will enforce the policy through traffic stops, at times and locations to be determined. Officers will issue referrals to the Office of Student Conduct or the faculty/staff member's supervisor. Additionally, members of the campus community can refer incidents directly to OSC.

## **ADDITIONAL INFORMATION**

The Vice President and Chief Administrative Officer, Bob Reuning, whose division includes the Departments of Public Safety/UMD Police and Transportation Services, is submitting this policy for approval. The policy is strongly recommended by Chief of Police David Mitchell (who is also a member of the workgroup), and it has the strong support of the workgroup members.



## **VI-31.00(A) UNIVERSITY OF MARYLAND POLICY AND PROCEDURES FOR THE WEARING OF HELMETS WHILE RIDING A MICROMOBILITY VEHICLE ON UNIVERSITY PROPERTY**

(Approved by the President on an interim basis September 22, 2025)

### **I. POLICY**

The safety of each person traveling across the University of Maryland, College Park (“the University”) campus is paramount, consistent with the University’s mission of teaching, research, and public service. It is the policy of the University that Users of Micromobility Vehicles on campus property must wear Helmets while the vehicle is being operated.

The University is committed to the safety of everyone traveling across our campus, and Helmet wearing is a critical component of safety when operating a Micromobility Vehicle. [Helmets significantly reduce the likelihood of brain and facial injuries.](#)

### **II. APPLICABILITY**

This policy applies to all members of the University community (students, faculty, and staff) and any other person who operates or rides on a Micromobility Vehicle on University property.

### **III. DEFINITIONS**

- A. “Micromobility Vehicle” includes pedal and electric bikes, scooters (manual and electric), skate/hoverboards (manual and electric), unicycles (manual and electric) and other vehicles that are powered either manually or by electricity/battery/solar.
- B. “Helmet” is a [Consumer Products Safety Commission-approved bicycle helmet.](#)
- C. “User” is a person who is either operating or riding as a passenger on a Micromobility Vehicle.

### **IV. PROCEDURES REGARDING THE WEARING OF APPROVED HELMETS ON UNIVERSITY ROADWAYS AND BIKEWAYS**

- A. An approved Helmet must be worn at all times while operating a Micromobility Vehicle on University property.
- B. Failure to wear a Helmet will result in:
  - 1. Referral to the Office of Student Conduct for undergraduate and graduate students;
  - 2. Referral to appropriate management for faculty and staff members; or
  - 3. A verbal warning for those unaffiliated with the University.

- C. The [Department of Transportation Services](#) has resources for helmet wearers, including fitting guidance and discounts.



# University Policies

## **[ Section VI: General Administration ](https://policies.umd.edu/general-administration)**

Policy Number: VI-31.00(A)

### **UNIVERSITY OF MARYLAND POLICY AND PROCEDURES FOR THE WEARING OF HELMETS WHILE RIDING A MICROMOBILITY VEHICLE ON UNIVERSITY PROPERTY**

(Approved by the President on an interim basis September 22, 2025 )

#### I. POLICY

The safety of each person traveling across the University of Maryland, College Park (“the University”) campus is paramount, consistent with the University’s mission of teaching, research, and public service. It is the policy of the University that Users of Micromobility Vehicles on campus property must wear Helmets while the vehicle is being operated.

The University is committed to the safety of everyone traveling across our campus, and Helmet wearing is a critical component of safety when operating a Micromobility Vehicle.

**[Helmets significantly reduce the likelihood of brain and facial injuries](https://biausa.org/public-affairs/media/keep-your-brain-safe-while-biking)**

#### II. APPLICABILITY

This policy applies to all members of the University community (students, faculty, and staff) and any other person who operates or rides on a Micromobility Vehicle on University property.

#### III. DEFINITIONS

- A. “Micromobility Vehicle” includes pedal and electric bikes, scooters (manual and electric), skate/hoverboards (manual and electric), unicycles (manual and electric) and other vehicles that are powered either manually or by electricity/battery/solar.
- B. “Helmet” is a **[Consumer Products Safety Commission-approved bicycle helmet](https://www.cpsc.gov/safety-education/safety-guides/sports-fitness-and-recreation-bicycles/which-helmet-which-activity)**
- C. “User” is a person who is either operating or riding as a passenger on a Micromobility Vehicle.

#### IV. PROCEDURES REGARDING THE WEARING OF APPROVED HELMETS ON UNIVERSITY ROADWAYS AND BIKEWAYS

- A. An approved Helmet must be worn at all times while operating a Micromobility Vehicle on University property.
- B. Failure to wear a Helmet will result in:
  - 1. Referral to the Office of Student Conduct for undergraduate and graduate students;
  - 2. Referral to appropriate management for faculty and staff members; or

3. A verbal warning for those unaffiliated with the University.

C. The **[Department of Transportation Services]**(<https://transportation.umd.edu/safety/e-scooter-and-e-bike-safety>) has resources for helmet wearers, including fitting guidance and discounts.

# MICROMOBILITY WORKGROUP

## Initiatives and Projects

Building a Greater College Park

Campus Facilities Plan 2023

Campus Transportation Advisory Committee

Current Development

Discovery District

Electrifying UMD's Vehicle Fleet

Enhancing Safety and Community Policing at UMD

Enterprise Risk Management

**Micromobility Workgroup**

NextGen Energy Program

Sustainable UMD

The Purple Line

UMD 311

Home / Initiatives and Projects / Micromobility Workgroup

The workgroup brings together university staff from eleven departments across five campus divisions, along with student leaders. Members meet regularly to coordinate efforts, share data and metrics, track emerging trends and issues, and refine enforcement strategies. The workgroup aims to meet the evolving transportation needs of the UMD community and to foster safe and responsible travel habits.

Workgroup membership changes within each academic year, due to students graduating, schedule conflicts and other factors, but generally includes around 18-22 participants from 11 campus departments and key student organizations, fostering a broad and diverse set of perspectives. Entities represented include:

- Administration, Office of the Vice President/CAO
- ADA Compliance
- Athletics
- Fire Marshal
- Graduate Student Government
- Health Center
- Office of General Counsel
- Office of the Provost
- Public Safety/University of Maryland Police
- Residence Hall Association
- Resident Life
- Student Conduct
- Student Government Association
- Transportation Services

Contact the workgroup at [microworkgroup@umd.edu](mailto:microworkgroup@umd.edu).

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Campus Affairs Committee

Tuesday, February 24, 2026, from 1:00 - 2:30

#### Key Points from Discussion

1. Dannielle Glaros (Assoc. VP/Chief of Staff, Administration; Chair of CTAC) explains CTAC is reviewing an interim helmet policy for anyone riding micromobility vehicles (bikes, e-bikes, e-scooters) on university property. Maryland law only mandates helmets for riders under a certain age, so the campus policy goes further for safety.
2. Enforcement model: not fines—referrals (students to Office of Student Conduct; employees to management). By contrast, state traffic laws (e.g., stop signs) can involve citations/fines through UMPD.
3. Committee members raised issues about vehicle classes, whether the university is constrained by state definitions, and comparisons showing many peer institutions don't require helmets, often relying on speed limits and/or scooter restrictions. Danielle notes technology and regulation are out of sync and that state approaches vary (e.g., she notes California differs from Maryland on licensing).
4. Broader planning/infrastructure (master plan, road closures, micromobility lanes) comes up; chair notes it's largely outside this committee's immediate scope, but Dannielle points to existing planning resources (e.g., bikeways planning) and welcomes follow-up.
5. A personal safety incident is shared (being hit by scooters), reinforcing that safety concerns have driven discussions (including mention that bans have been discussed but aren't the current direction). Dannielle invites email follow-ups and emphasizes CTAC is gathering input on compliance and enforceability. Dannielle then exits.

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Faculty Affairs Committee

Wednesday, February 4, 2026, from 2:00 - 3:30

#### Key Points from Discussion

- Question regarding the reported accidents: Were the incidents referenced actually severe?
- Susan M: Suggested considering enforcement measures such as referrals or verbal warnings. Recommended implementing an incentive program for proper parking and clearer signage, particularly at designated drop-off points. Also proposed temporary suspension of riding privileges (e.g., for a day or a week) as a possible consequence.
- Dan L: Noted that compliance with existing rules is currently very low. Shared that discussions with campus police indicate enforcement days tend to focus primarily on Maryland state code violations (e.g., headset use and running stop signs). Emphasized the need to build a stronger culture of compliance through clearer policies.
- Laurent M: Referenced Maryland's helmet requirements and raised questions about personal responsibility. Asked why additional institutional requirements might be necessary if riders are adults, and what the legal basis or responsibility would be for going beyond state requirements.
- Cortney F: Expressed concern about overall compliance and questioned whether implementing a helmet-use policy alone would meaningfully increase adherence. Suggested that the final policy should be accompanied by an enforcement plan.
- Dan L: Emphasized the importance of taking proactive steps rather than reacting after incidents occur.
- William I: Raised concerns about riders exceeding the 15 mph speed limit and questioned whether this limit is currently being enforced.

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Micromobility Workgroup

Monday, February 9, 2026, from 3:30 - 4:15

The working group includes representatives from several campus offices, including Student Affairs and ESSR. The cross-functional structure enables the campus to share information and develop a more coordinated, proactive response to micromobility issues.

#### **Themes: data gaps, vagueness of the proposed policy, absence of similar policies at peer institutions**

Participants discussed the policy's scope, which would apply broadly to all micromobility users: pedal bikes, e-bikes, e-scooters, privately owned or shared

Participants reviewed available data related to micromobility use and safety.

- Micromobility demand is expected to increase as nearby housing, retail, and commercial development continues.
- Many trips function as short "last-mile" connections across campus.
- Approximately 800,000 Veo scooter rides occurred in Calendar Year 2025, providing important context for usage levels.
- The campus tracks registered devices, but detailed trip data is only available for Veo devices.
- Crash data comes from UMPD reports and Health Center data, which partially overlap but are not identical.
- A dashboard produced by ESSR currently reflects UMPD data only.
- The number of reported crashes is relatively small compared to overall ride volume, making statistical trend analysis difficult.
- Some patterns by time of day are observable, but the dataset is not large enough to draw strong conclusions.
- Helmet compliance appears relatively low based on officer observations.
- Officers also regularly observe scooters operating without required lighting.
- Some serious injuries have occurred, though incidents involve multiple types of micromobility devices, not only scooters.

Participants noted that Veo's system includes speed limits and other operational constraints that may influence rider behavior.

Benchmarking: A benchmarking review found that no Big Ten institutions currently require helmets for micromobility use. King County, Washington implemented a countywide helmet mandate in 2022 that was later repealed.

Enforcement Perspective: Law enforcement representatives discussed operational considerations related to micromobility safety.

Operational considerations for enforcement

- Enforcement teams currently use available data to identify high-activity or problem locations, such as sidewalks near residential quads, and organize targeted enforcement and education efforts.
- Increased enforcement would require reallocation of resources from emergency response duties, potentially generating overtime costs.
- Maintaining a positive relationship with students was identified as an important consideration.
- Enforcement is viewed as a last resort, with education, engineering solutions, and communication strategies preferred as first-line approaches.

Data Gaps - Several questions were raised about additional data that could improve understanding of safety trends, including:

- Whether Veo collects or shares crash-related data.
- Whether users report crashes to Veo unless equipment damage occurs. When incidents are reported to UMPD, those reports contribute to the campus's broader understanding of micromobility use and safety patterns.

The Student Conduct Committee has expressed interest in greater clarity regarding

- The purpose of referrals.
- Potential sanctions or outcomes.
- Whether referrals could require educational interventions.

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Staff Affairs Committee

Wednesday, February 25, 2026, from 2:00 - 3:30

#### Key Points from Discussion

1. Guidance regarding staff is light - is the staff section going to be fleshed out?
2. Will staff have access to the same resources?
3. What does “appropriate management” mean? As is, unclear and too broad.
4. Training or video for folks who do not follow the policy - break a rule and break a policy
  - a. Assign required training
  - b. Need to figure out a training for everyone
  - c. Offer training in multiple languages
5. Questions regarding how long registration will be valid (multi-year?)
6. Questions regarding how often education (micromobility training) will be required

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Student Affairs Committee

Thursday, February 26, 2026, from 10:30 - 12:00

#### Key Points from Discussion

1. Observing fewer scooters riding on sidewalks.
2. Many riders are not fully in compliance with university policies and Maryland traffic laws.
3. An enforcement mechanism is important; not seeing a lot of compliance without enforcement.
4. The university should consider pursuing something at the state level.
5. Discussion was limited; few people spoke.

## Appendix 5a Summary Notes from Campus Committees and Workgroups

### Student Conduct Committee

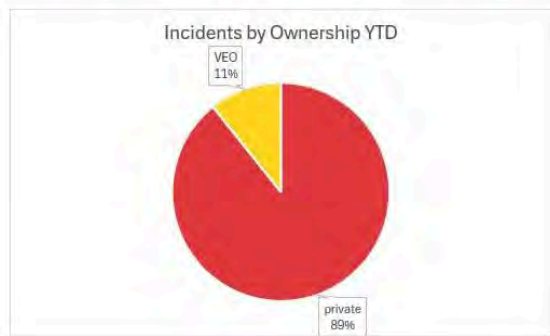
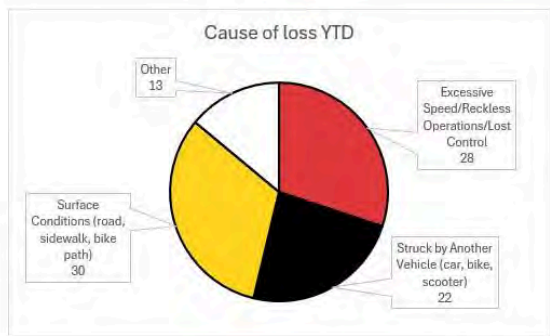
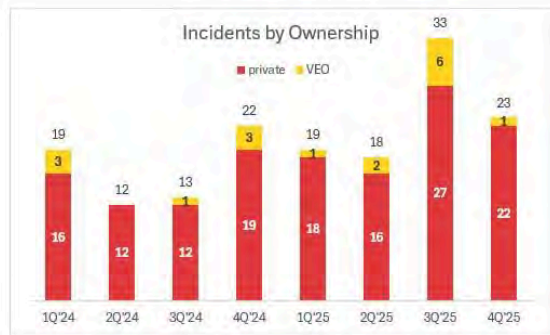
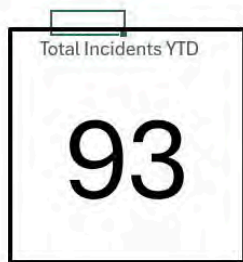
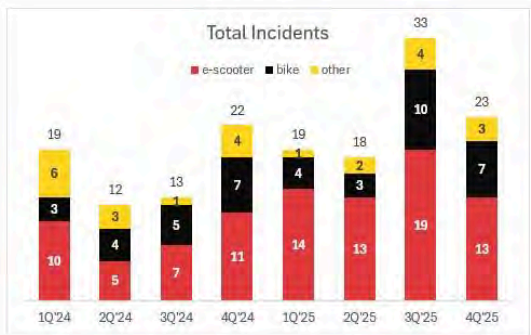
Friday, February 20, 2026, from 11:00 - 12:30

#### Key Points from Discussion

1. Clarity/transparency/due process
  - a. There should be a clearly written process that the OSC takes on these referrals (as well as how employees' citations are handled, see below)
  - b. One member of the group said he had concerns about leaving the process open/vague
2. Capacity/effectiveness
  - a. If OSC is already managing a large portfolio of referrals and other work, one person raised the question about whether this new volume of referrals is the best use of their limited time/resources, and
  - b. If they are managing these referrals using a 'light touch' because of the volume, then there's a question of how effective the policy would be in achieving compliance
3. Staff/faculty
  - a. The group asked how staff/faculty citations would be addressed under the policy and discussed the [un]likelihood that OSC would handle employee citations
  - b. There would have to be a separate method/discussion of process for staff/faculty citations.

# Appendix 5b Crash Data

## 2024 - 2025 University of Maryland Micromobility Crash Data Dashboard



Universities	Bikes	E-Bikes & E-Scooters	Motorized Scooters/ Motorcycles	Sources
Illinois	University strongly encourages helmet use. Bike at Illinois lists “Always wear a helmet” as a key guideline	University strongly encourages helmet use. Bike at Illinois lists “Always wear a helmet” as a key guideline	Illinois has no state helmet law, even for minors. Campus defaults to state law, no helmet mandate.	<a href="#">Source</a> <a href="#">Source</a>
Indiana	Indiana has no statewide bike helmet rule, but helmets are strongly recommended.	Helmets strongly recommended, and students can earn free helmets by completing safety courses. No legal requirement.	Subject to state law; helmets not mandated for adults but advised.	<a href="#">Source</a>
Iowa	Helmets considered essential, with free helmet programs, but not required	Helmets considered essential, with free helmet programs, but not required	State law does not require helmets, but UI mandates helmets for campus mopeds/motorcycles with first-offense warnings	<a href="#">Source</a> <a href="#">Source</a>
Maryland	The university has adopted a new interim policy requiring helmets for micromobility vehicle riders. Discounts available.	The university has adopted a new interim policy requiring helmets for micromobility vehicle riders. Discounts available.	Maryland state law requires helmets; campus enforces this for parking regs	<a href="#">Source</a> <a href="#">Source</a>
Michigan	Helmets recommended; DPS specifically advises wearing one .	Helmets recommended; DPS specifically advises wearing one .	Michigan law requires helmets for riders under age 21; adults can ride helmet-less if carrying certain insurance	<a href="#">Source</a> <a href="#">Source</a>
Michigan State	Helmets highly recommended by campus bike services .	Helmets highly recommended by campus bike services .	Michigan law requires helmets for riders under age 21; adults can ride helmet-less if carrying certain insurance	<a href="#">Source</a> <a href="#">Source</a>
Minnesota	Helmets not required by law, but encouraged. Minnesota statute requires all cyclists illuminate their bikes after dark.	Helmets not required by law, but encouraged. Minnesota statute requires all cyclists illuminate their bikes after dark.	State law requires Riders and passengers under the age of 18 must wear a Department of Transportation-approved helmet.; campus enforces licensing and parking rules.	<a href="#">Source</a> <a href="#">Source</a>
Nebraska	Policy encourages wearing a helmet whenever on a bicycle, but it not legally mandated.	Policy encourages wearing a “properly fitted bicycle helmet” for motorized electric scooters and bikes.	Under the current state law, if you are 21 years or older, wear eye protection, and have completed a Basic Motorcycle Safety Course, you can legally ride without a helmet.	<a href="#">Source</a> <a href="#">Source</a>
Northwestern	Free helmets are available to registered faculty, staff, and students. Registration via 529 Garage unlocks a free helmet & light; usage is strongly encouraged	Free helmets are available to registered faculty, staff, and students. Registration via 529 Garage unlocks a free helmet & light; usage is strongly encouraged	Adhere to Illinois state law helmets not mandatory, but safety guidelines promote use.	<a href="#">Source</a> <a href="#">Source</a>
Ohio State	Not legally required, but OSU encourages helmet wear and safe riding practices	Not legally required, but OSU encourages helmet wear and safe riding practices	In Ohio, motorcycle riders under the age of 18 and those with a "novice" license (newly licensed for less than a year) are required to wear helmets. Riders over 18 who have held their license for more than a year are not legally required to wear a helmet, though it is strongly recommended for safety.	<a href="#">Source</a> <a href="#">Source</a>
Oregon	The university encourages students to use a U-lock, bike lights, and wear a helmet while biking. And In Oregon, all bicycle riders under the age of 16 are required to wear a helmet when riding on public streets or premises open to the public	The university encourages students to use a U-lock, bike lights, and wear a helmet while biking. And In Oregon, all bicycle riders under the age of 16 are required to wear a helmet when riding on public streets or premises open to the public	All motorcycle operators and passengers are legally required to wear a helmet while riding.	<a href="#">Source</a> <a href="#">Source</a>
Penn State	Helmet laws in Pennsylvania require everyone under the age of 12 to wear one. That includes bike passengers — parents with children in trailers, for example, must make sure their child is wearing a helmet.	Helmet laws in Pennsylvania require everyone under the age of 12 to wear one. That includes bike passengers — parents with children in trailers, for example, must make sure their child is wearing a helmet. E-scooters are effectively illegal to operate in the state of Pennsylvania, including Penn State campus.	In Pennsylvania, all motorcycle riders under 21 years old or those with less than two years of riding experience are required to wear a helmet, unless they have completed a motorcycle safety course.	<a href="#">Source</a> <a href="#">Source</a>
Purdue	Advise “Protect yourself with a helmet when riding a bike or EMPV,” indicating no mandate, just safety encouragement	Advise “Protect yourself with a helmet when riding a bike or EMPV,” indicating no mandate, just safety encouragement	Purdue University does not have a specific university-wide policy mandating helmet use for motorcycle riders on campus. However, Purdue Police and DOTS strongly recommend helmet use for all riders.	<a href="#">Source</a> <a href="#">Source</a>
Rutgers	Helmet use required for riders under 17 per NJ law; Rutgers encourages compliance for all ages.	Helmet use required for riders under 17 per NJ law; Rutgers encourages compliance for all ages.	At Rutgers University, motorcycle riders and their passengers are required to wear securely fitted protective helmets. These regulations are in accordance with New Jersey state law, which mandates that all motorcyclists must wear helmets.	<a href="#">Source</a> <a href="#">Source</a>
UCLA	Cyclists under 18 are legally required to wear a helmet	Cyclists under 18 are legally required to wear a helmet	Wearing a helmet while riding a motorcycle or scooter is required by law	<a href="#">Source</a> <a href="#">Source</a>
USC	Cyclists under 18 are legally required to wear a helmet	Cyclists under 18 are legally required to wear a helmet	Wearing a helmet while riding a motorcycle or scooter is required by law	<a href="#">Source</a> <a href="#">Source</a>
Washington	UW Transportation Services confirmed "We follow the same policy as the city. That said, we strongly encourage safety and are happy to offer free helmets at our office." Therefore, helmets not mandated but encouraged.	UW Transportation Services confirmed "We follow the same policy as the city. That said, we strongly encourage safety and are happy to offer free helmets at our office." Therefore, helmets not mandated but encouraged.	All motorcycle riders and passengers in Washington are required to wear a helmet in accordance with state law	<a href="#">Source</a> <a href="#">Source</a>
Wisconsin	Not legally required, but UW-Madison has many postings about how wearing a helmet is considered a top safety tip	Not legally required, but UW-Madison has many postings about how wearing a helmet is considered a top safety tip	In accordance with state law, for motorcycle riders over the age of 18 with a regular license it is not legally required.	<a href="#">Source</a> <a href="#">Source</a>

## Appendix 5d Expert Perspective on Helmet Mandates

### Email Follow-Up to Committee on March 6, 2026

Topic: “Without helmet mandates, what do other universities do to keep their students safe while riding micromobility vehicles?”

During our last CTAC meeting, Chief Mitchell asked an important question as the university considers whether to implement a mandatory helmet policy: **“Without helmet mandates, what do other universities do to keep their students safe while riding micromobility vehicles?”** His question about how other universities approach rider safety and whether helmet mandates are a best practice is an important one.

Through our research on Big Ten institutions and other nationally recognized campuses, we identified only one university in the country with a campuswide mandatory helmet requirement for micromobility users: Appalachian State University. No other universities have adopted a universal helmet mandate for adult riders.

All universities care about safety as much as we do. The absence of mandatory helmet policies is not a sign that safety isn't a priority. In most cases, they've determined that helmet mandates are difficult to enforce on a college campus, especially when shared scooters are used for short, spontaneous trips. Since riders typically do not carry helmets with them throughout the day, mandates can discourage micromobility use without necessarily improving compliance or overall safety outcomes. Instead, most universities opt for broader, system-based approaches designed to promote safer riding behavior and reduce conflicts between riders, pedestrians, and vehicles.

Peer institutions (and cities, many of which have also seen a large increase in micromobility use) primarily rely on a layered safety framework known as the [Safe System Approach](#). Among other things, this approach includes:

- Building lanes and paths for scooter users and cyclists to manage points of conflict between different road users, especially at intersections. Studies consistently show that bike lanes improve safety for everyone, not just riders. Lower speed limits, like UMD's 15 mph campus-wide speed limit, also make streets safer for everyone.
- Clearly defining riding rules, designated parking areas, speed management through technology such as geofencing, targeted enforcement of unsafe behaviors, and sustained safety education campaigns. These approaches focus on the behaviors most closely associated with crashes and injuries.

Through the lens of a Safe System Approach, UMD is ahead of many peer institutions in micromobility management. DOTS has defined riding rules, designated parking areas, and created a dedicated revenue source to fund UMPD's enforcement efforts. DOTS uses micromobility registration to ensure direct access to current micromobility users. Additionally, DOTS delivers audience-specific communication to promote and support the adoption of safe riding practices. The university has invested significant resources to educate, provide outreach, and develop policies that proactively manage micromobility growth while maintaining campus

safety for everyone. Recent benchmarking shows that many of our peer institutions are working toward models that closely resemble practices already in place at Maryland.

In short, when we look at how other universities approach safety without helmet mandates, most rely on a combination of clear operating regulations, infrastructure controls, education, and targeted enforcement rather than universal helmet requirements. UMD already employs these nationally recognized best practices and continues to refine them as micromobility usage evolves.

The current discussion isn't whether we are behind our peers, but whether we want to go beyond prevailing national practice while continuing to strengthen the safety strategies we already use.

## **Appendix 5e Anonymized Feedback from CTAC Members**

Anonymized Feedback from CTAC Members who were not present, but provided email comments separately

### **1. Person A Themes: how to enforce (funding, logistics), parent pushback re: sanctions, ineffectiveness of comparable policies, enforcing for faculty/staff**

“While I feel that a policy requiring a helmet would be great if it could be enforced, I think that it will end up being a costly hassle for the police. The police do a push a couple of times a semester and you end up giving students a judicial issue. Then you get parents complaining that their student has the right to ride a scooter according to the law. There is no law requiring a helmet. Of course, if they cause an accident because they are not riding according to actual laws, the police will issue a ticket.

Similarly, we have a no-smoking policy that cannot really be enforced. If you smoke in a residence hall, you can lose your housing. That's about it.

Faculty and staff - If they are pulled over without a helmet, their supervisor will be informed. And then what is going to happen? Nothing. We cannot fire someone who rides a bike without a helmet.

[redacted personal story] I get the importance of riding safely!

Riding without a helmet is just stupid. Perhaps we could shame folks into being safe through riding safety campaigns.”

### **2. Person B Themes: how to enforce, practicality/safety of enforcing, access and lifestyle concerns, overcoming social stigma**

“First off I love the idea of a helmet policy [redacted personal story].

But I have a concern about how the policy will be enforced. Will officers ensure they will not cause harm to cyclists / motorists in pursuit if the rider does not stop? Enforcement of traffic laws should be equally enforced for all individuals on the road. A crackdown for cyclists/ checkpoints should also be followed by the same level of enforcement for those in cars.

Finally, I envision a push back from students. [redacted] They only ride for short distances and it is not "cool" [to wear and carry helmets]. I think the free and low cost helmets will help adoption and remove any financial barriers.

But, I think a campaign to really demonstrate that distance does not matter and to promote people looking "cool" in helmets could perhaps help this. But, I also envision an uphill battle given that the University will require it but off campus they can take the helmet off, although I would sincerely hope they keep it on. Maybe distributing practical tips like how to avoid hat hair,

how to carry your helmet around campus when not in use, maybe having helmet lockers could also reduce friction?”

**3. Person C Themes: infrastructure before enforcement, secondary offense, requiring helmet creates a barrier (bad)**

“I want to echo the concerns I had about the interim helmet policy during our Micromobility Working Group meeting.

The best way out of this issue is hard infrastructure investments. Enforcement is not an effective way to incentivize students to make better choices. DOTS is doing the right thing by providing free helmets to students who use micromobility.

We should make this a secondary offense, not the primary reason for a traffic stop.

We also have a responsibility to continue to improve pedestrian and bicycle infrastructure on campus. We need more protected bike lanes like the new ones on Alumni Dr. We should advocate for better protection and maintenance of the ones on Baltimore Ave. The campus facilities plan is correctly ambitious about trail infrastructure expansion on campus and I would like to see more resources invested towards accelerating construction of protected trails and bike lanes.

The campus speed limit may say "15MPH" but we all know everyone drives faster than that in cars. Traffic calming measures (raised crosswalks, daylighting intersections, medians, winding roads) will do much more to prevent excessive speed than posted speed limit signs or increased UMPD presence.

It is imperative that we continue to incentivize micromobility usage on campus rather than disincentivizing it.”

## Appendix 5f Example Recommendations

### Policy Options for CTAC Consideration

The options below represent potential paths the Campus Transportation Advisory Committee (CTAC) could consider in developing a recommendation regarding the interim helmet policy.

**Option 1** (expanded below): Make the Interim Policy Permanent (no changes, but likely codifying the adjudication processes in detail)

**Option 2** (expanded below): Make the Policy Permanent with Modifications (focus on the most dangerous behaviors and faster vehicles by making the infraction a 'secondary offense' and/or limiting to electric-powered vehicles, or privately owned electric vehicles)

**Option 3** (expanded below): Do Not Adopt the Policy and rely on existing ongoing safety measures (reflecting best practices of other Big 10 schools and the 'safe system' approach)

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#### Key Elements of the Interim Policy

The current interim policy includes the following main elements:

- **Helmet requirement:** Individuals operating or riding a micromobility vehicle on university property are required to wear a helmet.
- **Covered devices:** The policy applies to micromobility vehicles, including devices such as bicycles, e-bikes, scooters, and similar devices.
- **Applicability:** The requirement applies to students, faculty, staff, and visitors while on university property.
- **Enforcement:** Violations may result in warnings, citations, or referral to administrative processes, including the Office of Student Conduct for students and supervisory or human resources channels for employees.

#### Ongoing Safety Measures

Regardless of whether CTAC recommends adopting, modifying, or discontinuing the helmet requirement, the university will continue to pursue measures that represent best practice and are aligned with the 'safe system' approach. These include:

- Continued efforts to improve infrastructure and add separated safe lanes for riders and pedestrians
- Registration & education module requirement for privately owned, electric micromobility
- Safety education campaigns related to micromobility use
- Distribution of free or subsidized helmets to students and other campus community members
- Partnerships with shared micromobility provider Veo to promote safe riding practices

## **Option 1 — Make the Interim Policy Permanent (No Changes)**

Adopt the current interim policy as written and remove its interim status.

### **Key considerations**

- The university would be the only institution in the Big Ten Conference with a campus-wide helmet requirement for micromobility vehicles. State law does not require helmet use; all other infractions that UMPD enforces are state laws.
- Helmet requirements are often understood to create a barrier to micromobility use, particularly for short or spontaneous trips. Micromobility is generally agreed to be a safer and more accessible form of transportation than motor vehicles; and University investments (and the arrival of the Purple Line) are encouraging micromobility use.
- Enforcement may be difficult to carry out consistently (see discussion below).

### **Potential advantages**

- Simplifies safety messaging and establishes a clear expectation
- Provides a single, uniform rule for all devices and riders

### **Potential disadvantages**

- Compliance may remain low, particularly for short trips or shared micromobility use
- A rule that is widely ignored may be difficult to enforce consistently
- Uneven enforcement could lead to perceptions of unfairness or selective enforcement
- Penalties such as conduct referrals may be viewed by some as disproportionate to the violation, or conversely, unlikely to yield high compliance

### **Other considerations**

- If the policy is made permanent, CTAC should strongly consider clarifying the steps taken by the Office of Student Conduct for student violations within the policy and ensure transparency and consistency with employees in how the policy is implemented. Violations for employees currently lack details.

## **Option 2 — Make the Policy Permanent with Modifications**

Retain the helmet requirement but modify it to focus on most dangerous behaviors and faster vehicles. Possible modifications could include one or both:

### **A. Adjust the scope of covered devices**

Limit the requirement to electric micromobility vehicles that represent the most risk of injury. Specifically:

- Apply only to electric or powered devices (e-scooters, e-bikes)
- Exclude shared scooters with capped speeds (Veo scooters are limited to 15 mph).

### **B. Treat helmet violations as a secondary offense**

Failure to wear a helmet would not be grounds for a stop on its own. Officers could cite the helmet violation if the rider is stopped for another observed violation or unsafe behavior (for example, riding with headphones in both ears, violating traffic controls).

### **Potential advantages**

- Maintains the safety expectation while improving feasibility and acceptance
- Allows the university to focus enforcement on higher-risk behaviors
- May reduce concerns about disproportionate or selective enforcement

### **Potential disadvantages**

- A more complex policy may be harder to communicate and understand
- Different rules for devices or riders may create confusion or perceived inconsistency
- Adopting the policy, even if 'secondary,' could still be a barrier for some riders

## **Option 3 — Do Not Adopt the Policy**

Allow the interim policy to expire and defer to existing Maryland law, which requires helmets only for riders under age 16. As noted above and elsewhere, without a helmet policy, the University is pursuing several ongoing safety efforts reflecting the 'safe system' approach, and is ahead of many peer institutions.

### **Potential advantages**

- Aligns university policy with state law and best practice
- Allows the university to focus enforcement on higher-risk behaviors
- Eliminates the need for campus enforcement of helmet use
- May reduce concerns about disproportionate or selective enforcement or low compliance

### **Potential disadvantages**

- May be perceived as reducing the university's commitment to rider safety if not messaged appropriately

# Appendix 6 Transportation.gov Safe System Approach

- [National Roadway Safety Strategy Home](#)
- [Call to Action](#)
- [Implementing NRSS](#)
- [The Roadway Safety Problem](#)
- [Safe System Approach](#)
- [News & Activities](#)

## Related Links

- [Zero Deaths and Safe System](#)
- [Integrating the Safe System Approach with the Highway Safety Improvement Progra...](#)
- [Read the U.S. DOT National Roadway Safety Strategy](#)
- [What Steps Is U.S. DOT Taking to Implement the National Roadway Safety Strategy?](#)

## What Is a Safe System Approach?

U.S. DOT adopts a Safe System Approach as the guiding paradigm to address roadway safety.<sup>1</sup> The Safe System Approach has been embraced by the transportation community as an effective way to address and mitigate the risks inherent in our enormous and complex transportation system. It works by building and reinforcing multiple layers of protection to both prevent crashes from happening in the first place and minimize the harm caused to those involved when crashes do occur. It is a holistic and comprehensive approach that provides a guiding framework to make places safer for people.

This is a shift from a conventional safety approach because it focuses on both human mistakes AND human vulnerability and designs a system with many redundancies in place to protect everyone.

U.S. DOT's National Roadway Safety Strategy and the Department's ongoing safety programs are working towards a future with zero roadway fatalities and serious injuries. In support of this approach, safety programs are focused on infrastructure, human behavior, responsible oversight of the vehicle and transportation industry, and emergency response.

## Principles of a Safe System Approach

A Safe System Approach incorporates the following principles:

### Death and Serious Injuries are Unacceptable

A Safe System Approach prioritizes the elimination of crashes that result in death and serious injuries.

### Humans Make Mistakes

People will inevitably make mistakes and decisions that can lead or contribute to crashes, but the transportation system can be designed and operated to accommodate certain types and levels of human mistakes, and avoid death and serious injuries when a crash occurs.

### Humans Are Vulnerable

Human bodies have physical limits for tolerating crash forces before death or serious injury occurs; therefore, it is critical to design and operate a transportation system that is human-centric and accommodates physical human vulnerabilities.

### Responsibility is Shared

[All stakeholders](#)—including government at all levels, industry, non-profit/advocacy, researchers, and the general public—are vital to preventing fatalities and serious injuries on our roadways.

### Safety is Proactive

Proactive tools should be used to identify and address safety issues in the transportation system, rather than waiting for crashes to occur and reacting afterwards.

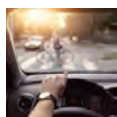
### Redundancy is Crucial

Reducing risks requires that all parts of the transportation system be strengthened, so that if one part fails, the other parts still protect people.



## Objectives of a Safe System Approach

Implementation of the NRSS will be arranged around five complementary objectives corresponding to the Safe System Approach elements:



### [Safer People](#)

Encourage safe, responsible driving and behavior by people who use our roads and create conditions that prioritize their ability to reach their destination unharmed.



### [Safer Roads](#)

Design roadway environments to mitigate human mistakes and account for injury tolerances, to encourage safer behaviors, and to facilitate safe travel by the most vulnerable users.



### [Safer Vehicles](#)

Expand the availability of vehicle systems and features that help to prevent crashes and minimize the impact of crashes on both occupants and non-occupants.



### [Safer Speeds](#)

Promote safer speeds in all roadway environments through a combination of thoughtful, equitable, context-appropriate roadway design, appropriate speed-limit setting, targeted education, outreach campaigns, and enforcement.



### [Post-Crash Care](#)

Enhance the survivability of crashes through expedient access to emergency medical care, while creating a safe working environment for vital first responders and preventing secondary crashes through robust traffic incident management practices.

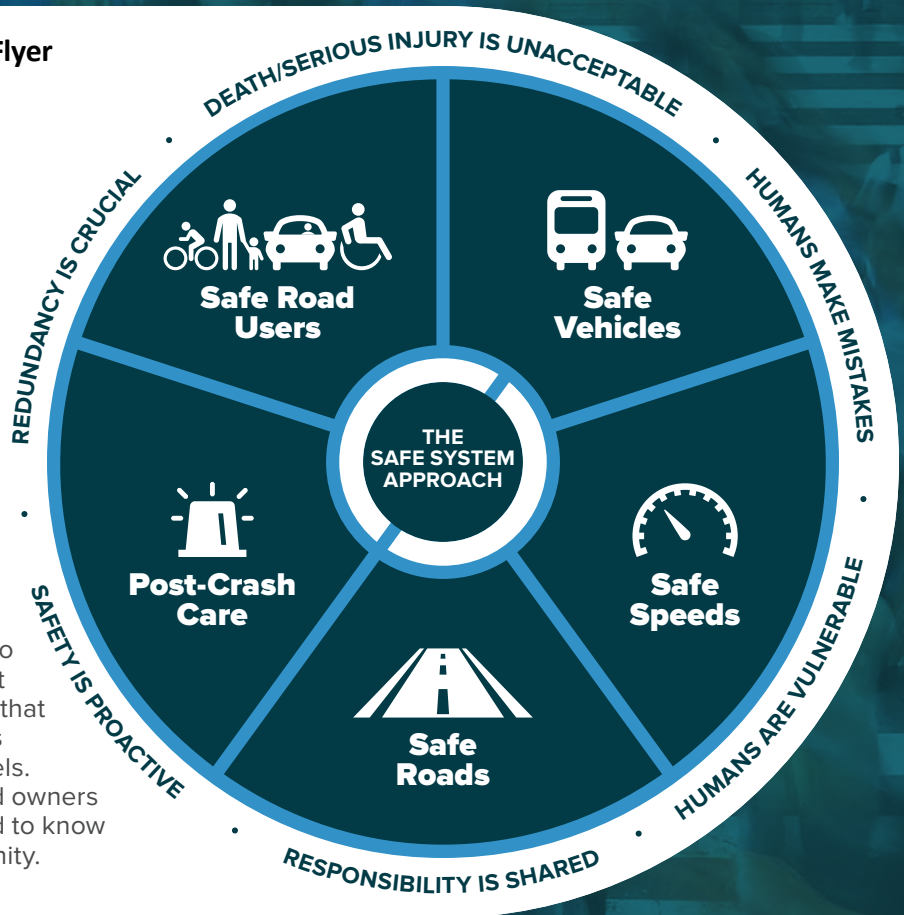
[FHWA: Safe Roads for a Safer Future. Investment in roadway safety saves lives](#)

# THE SAFE SYSTEM

## APPROACH

**Zero is our goal. A Safe System is how we will get there.**

**Imagine a world where nobody has to die from vehicle crashes.** The Safe System approach aims to eliminate fatal & serious injuries for all road users. It does so through a holistic view of the road system that first anticipates human mistakes and second keeps impact energy on the human body at tolerable levels. Safety is an ethical imperative of the designers and owners of the transportation system. Here's what you need to know to bring the Safe System approach to your community.



## SAFE SYSTEM PRINCIPLES



### Death/Serious Injury is Unacceptable

While no crashes are desirable, the Safe System approach prioritizes crashes that result in death and serious injuries, since no one should experience either when using the transportation system.



### Humans Make Mistakes

People will inevitably make mistakes that can lead to crashes, but the transportation system can be designed and operated to accommodate human mistakes and injury tolerances and avoid death and serious injuries.



### Humans Are Vulnerable

People have limits for tolerating crash forces before death and serious injury occurs; therefore, it is critical to design and operate a transportation system that is human-centric and accommodates human vulnerabilities.



### Responsibility is Shared

All stakeholders (transportation system users and managers, vehicle manufacturers, etc.) must ensure that crashes don't lead to fatal or serious injuries.



### Safety is Proactive

Proactive tools should be used to identify and mitigate latent risks in the transportation system, rather than waiting for crashes to occur and reacting afterwards.



### Redundancy is Crucial

Reducing risks requires that all parts of the transportation system are strengthened, so that if one part fails, the other parts still protect people.



## SAFE SYSTEM ELEMENTS

**Making a commitment to zero deaths means addressing every aspect of crash risks through the five elements of a Safe System, shown below.** These layers of protection and shared responsibility promote a holistic approach to safety across the entire transportation system. The key focus of the Safe System approach is to reduce death and serious injuries through design that accommodates human mistakes and injury tolerances.



### Safe Road Users

The Safe System approach addresses the safety of all road users, including those who walk, bike, drive, ride transit, and travel by other modes.



### Safe Vehicles

Vehicles are designed and regulated to minimize the occurrence and severity of collisions using safety measures that incorporate the latest technology.



### Safe Speeds

Humans are unlikely to survive high-speed crashes. Reducing speeds can accommodate human injury tolerances in three ways: reducing impact forces, providing additional time for drivers to stop, and improving visibility.



### Safe Roads

Designing to accommodate human mistakes and injury tolerances can greatly reduce the severity of crashes that do occur. Examples include physically separating people traveling at different speeds, providing dedicated times for different users to move through a space, and alerting users to hazards and other road users.



### Post-Crash Care

When a person is injured in a collision, they rely on emergency first responders to quickly locate them, stabilize their injury, and transport them to medical facilities. Post-crash care also includes forensic analysis at the crash site, traffic incident management, and other activities.

## THE SAFE SYSTEM APPROACH VS. TRADITIONAL ROAD SAFETY PRACTICES

### Traditional

- Prevent crashes → Prevent deaths and serious injuries
- Improve human behavior → Design for human mistakes/limitations
- Control speeding → Reduce system kinetic energy
- Individuals are responsible → Share responsibility
- React based on crash history → Proactively identify and address risks

### Safe System

Whereas traditional road safety strives to modify human behavior and prevent all crashes, the Safe System approach also refocuses transportation system design and operation on anticipating human mistakes and lessening impact forces to reduce crash severity and save lives.

WHERE ARE  
**YOU** ON THE  
SAFE SYSTEM  
JOURNEY?

Implementing the Safe System approach is our shared responsibility, and we all have a role. It requires shifting how we think about transportation safety and how we prioritize our transportation investments. Consider applying a Safe System lens to upcoming projects and plans in your community: put safety at the forefront and design to accommodate human mistakes and injury tolerances. Visit [safety.fhwa.dot.gov/zerodeaths](https://safety.fhwa.dot.gov/zerodeaths) to learn more.

Appendix 8 SP26 RHA Helmet Policy Survey (Responses)

CTAC Copy of SP26 RHA Helmet Policy Survey (Responses)

Timestamp	Do you ride a micro-mobility vehicle? (E-Scooter, E-Bike, Bicycle, Skateboard, etc.)	You'll be required to wear a helmet at all times when riding an e-scooter or bicycle. Would you consider this to be a good change for the University? (1 - Strongly Disagree, 5 - Strongly Agree)	Any additional comments you would like to add? (i.e. Why you voted the way you did?)
3/23/2026 15:05:25	No	4	Everyone should want to keep themselves safe :)
3/23/2026 14:37:05	Yes	1	helmets are dumb to carry around
3/23/2026 14:10:36	Yes	1	It is not realistic and doable at all times, especially when renting a veo
3/23/2026 12:20:16	No	3	I believe it would be a good change especially from a public health perspective. If there are helmets required than maybe less students will get injured. Yet, many students may not have the money to buy a helmet or room to store it when traveling. If the university could provide free or discounted helmets that are also very easy to fit in a bag because they fold down then that would be helpful.
3/23/2026 12:15:10	Yes	2	I strongly disagree with making helmets mandatory for students riding micro-mobility vehicles on campus. There are Veo scooters available all around campus, and many students use them on the spot just to quickly get to class or another location. Because of this, most people don't have access to a helmet when they decide to ride. It wouldn't be fair to require helmets for students who own personal scooters while others using Veo scooters aren't held to the same expectation. Keeping helmet use optional allows for more inclusivity and fairness, since not every student has the same level of access or preparation when using these transportation options.
3/23/2026 11:54:19	Yes	5	
3/23/2026 11:46:25	Yes	5	The amount of riders who have crashed or ran stop signs in a lot on this campus! Head injuries are very serious and everyone riding should be wearing a helmet. This is for the safety of the community and I support having to wear a helmet!
3/23/2026 11:45:43	Yes	5	yeah it's scary to think of head injuries and death
3/23/2026 11:44:57	Yes	4	Students often use micro-mobility short-term, with things such as VEO rentable scooters. Requiring the purchase of helmets restricts access to these devices typically used if a student is late or tired, etc. and will result in more referrals, hurting morale
3/23/2026 11:41:29	No	3	
3/23/2026 11:38:39	No	3	
3/23/2026 11:32:38	No	3	I feel when a person is using their personal micro-mobility vehicle then I would recommend for them to be required to wear some form of a helmet. However, I wouldn't require to when someone is using a Veo since sometimes people don't plan that much ahead if they gonna use a Veo that day.
3/23/2026 11:26:26	No	1	I don't believe mandatory helmet use is necessary. College students are adults and already enjoy a lot of personal freedom. Just as we are responsible for managing our own allergies and other safety concerns, we should also be trusted to make decisions about our own safety.
3/23/2026 11:24:12	Yes	1	It's stupid. It should be the choice of the rider.
3/23/2026 11:23:55	No	4	
3/23/2026 11:23:55	Yes	1	
3/23/2026 11:23:44	No	2	
3/23/2026 11:23:39	Yes	4	
3/11/2026 12:19:50	Yes	4	OSC feels like in inappropriate way to enforce this policy. I think transportation issues should be handled with transportation sanctions like revocation of scooter tags.
3/10/2026 22:28:52	No	5	
3/10/2026 22:16:17	No	4	
3/10/2026 22:07:52	No	5	reminding scooters of their mortality may help them be more cognizant of that of pedestrians.

Timestamp	Do you ride a micro-mobility vehicle? (E-Scooter, E-Bike, Bicycle, Skateboard, etc.)	You'll be required to wear a helmet at all times when riding an e-scooter or bicycle. Would you consider this to be a good change for the University? (1 - Strongly Disagree, 5 - Strongly Agree)	Any additional comments you would like to add? (i.e. Why you voted the way you did?)
3/10/2026 21:00:59	No	5	
3/10/2026 20:57:25	Yes	2	for safety reasons, i think monitoring compliance to stop signs, traffic lights, lanes, etc. matters more. other forms of micromobility makes it a lot more difficult to store the helmets (scooter, skateboards) & usually i think that its used in shorter distances, especially if renting a veo, it would be harder to enforce.
3/10/2026 20:44:49	No	4	
3/10/2026 20:38:49	No	3	I agree that it is good for students to wear helmets, but I'm curious how this policy will account for when people use VEOs
3/10/2026 20:34:29	Yes	2	Things that only affect your personal safety and not those around you should not be severely punishable, that's the job of guidelines.
3/10/2026 20:32:40	No	4	Requiring helmets is good, but the punishment seems too severe.
3/10/2026 20:32:23	No	4	
3/10/2026 20:28:15	No	4	
3/10/2026 20:27:35	No	3	
3/10/2026 20:27:20	No	5	
3/10/2026 20:27:02	No	1	
3/10/2026 20:26:32	No	4	W Attowla
3/10/2026 20:26:24	Yes	2	
3/10/2026 20:26:22	No	3	
3/10/2026 20:25:45	No	1	N/A
3/10/2026 20:25:44	No	1	
3/10/2026 19:48:39	No	2	Enforcing this is going to be difficult
2/25/2026 21:21:05	No	1	
2/24/2026 21:05:47	No	2	
2/24/2026 21:05:11	No	4	
2/24/2026 20:27:30	No	4	This will definitely increase safety across campus. It may also reinforce the fact for riders that scooters and bikes can be dangerous, which may make them drive more safely around pedestrians. It does make life somewhat inconvenient, but it's not that extreme. The university could even provide helmets with the VEOs with some sort of tracking system.
2/24/2026 19:45:44	Yes	2	Who in the world is carry a helmet with them at all times. If helmets are not provided where scooters are provided it really makes no sense. Bro is everywhere and they don't provide helmet as well which kind of makes no sense. Also, why would i have a helmet on the off chance i decide to use a e-scooter that day. No one is actively planning to use a scooter, its not a bus, you use it when you're in a rush or something.



# UNIVERSITY SENATE

## Transmittal | #24-25-15 Faculty Affairs Committee

### Proposal for Instructional and Teaching PTK Faculty Workload Policy (Senate Document #24-25-15)

**Presented By:** William Idsardi, Chair of Faculty Affairs Committee

**Review Date:** SEC - April 29, 2026 | Senate - May 6, 2026

**Voting Method:** In a single vote

**Relevant Policy/Document:**

**Necessary Approvals:** Senate, President

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#### **Proposal:**

Beginning in 2022, when the University approved the Policy on Workload and Responsibilities for Full-Time Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty (II-1.25(A)). By its express terms, this policy does not apply to professional track (PTK) faculty. The purpose of this proposal is to establish a University-wide workload policy for instructional professional track (PTK) faculty to provide for a more equitable and consistent workload distribution. Currently, the University's existing workload policy focuses on tenured and tenure-track faculty, without specifically addressing the diverse responsibilities of instructional PTK faculty, who, depending on a signed responsibilities, may engage in teaching, research, administrative, service, and other duties.

During AY 2023-2024 the Office of Faculty Affairs convened a working group to assist in drafting the proposed draft workload policy, guided by open forum discussions and community feedback.

#### **Recommendations:**

The Faculty Affairs Committee recommends that the Draft University of Maryland Policy on Workload and Responsibilities for Full-Time and Part-Time Professional Track Instructional and Teaching Faculty (PTK Workload Policy), as shown immediately following this report, be approved.

#### **Committee Work:**

The Faculty Affairs Committee began their review of the proposal in January 2025, after being charged by the Senate Executive Committee (SEC) with express review, consultation, and consideration of elements.

The committee began by reviewing the materials and relevant policies, including the existing policy designed for Tenure-Tenured/Track Faculty entitled *University of Maryland Policy on Workload and Responsibilities for Tenured, Tenure-Track, Permanent Status, and Permanent*

*Status-Track Faculty (II-1.25(A))*. The committee repeatedly referenced Policy II-1.25(A) as an existing structure for this type of policy, with several key differences cited.

In the February and March committee meetings of 2025, ex-officio representative for the Office of Faculty Affairs presented to the committee and shared additional context and background on the draft Instructional PTK Workload Policy.

The committee noted throughout discussion that the proposed policy is a University policy, which is high-level policy work, and guidelines and specific implementations for units across campus must be developed to fit more specific needs.

In April 2025 the committee completed Big10 research on similar policies at peer institutions in the Big10 academic alliance, noting variations and that University of Maryland continues to be unique in its representation of non-tenured faculty in policy and governance structures.

In October of 2025 the new AY 2025-2026 Faculty Affairs Committee reviewed the previous year's work, and continued soliciting feedback from faculty groups (i.e. tenured/tenure track, professional track, adjunct, associate, librarian, etc.) and academic units. A full array of titles, tracks, units, and research/teaching faculty were represented during conversation including field and library faculty. This also includes feedback from the initial Working Group and PTK forums that were shared via ex-officio committee representatives.

The committee elected to revise select portions of the proposed policy, and discussed and submitted revisions for sections IV and V during the Spring of 2026. The proposed policy, with the committee amendments, was approved at the March 25, 2026 Faculty Affairs Committee Meeting.

The Office of General Counsel was consulted regarding the policy and did not have additional revisions, representing approval of the draft policy on April 14, 2026

**Alternatives:**

The Senate could reject or amend the recommended policy proposed.

**Risks:**

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

**Financial Implications:**

There are no known financial implications.





# UNIVERSITY SENATE

## Report | #24-25-15 Faculty Affairs Committee

### Proposal for Instructional and Teaching PTK Faculty Workload Policy (Senate Document #24-25-15)

#### 2025-2026 Committee Members:

**William Idsardi** (Chair)

**John Bertot** (Ex-Officio Provost's Rep)

**Rashel Byrd** (Ex-Officio Director of Human Resources)

**Courtney Fisher** (Faculty)

**Rachel Gammons** (Faculty)

**Rilwan Johnson** (Undergraduate Student)

**Daniel Lathrop** (Faculty Senator)

**Hyung Lee** (Graduate Student)

**Seihoon Lee** (Graduate Student)

**Adam Lloyd** (Faculty)

**Bonnie Miranda** (Staff)

**Susan Moeller** (Faculty Senator)

**Laurent Montesi** (Faculty)

**Karen O'Brien** (Ex Officio Ombuds Officer)

**Polly O'Rourke** (Faculty Senator)

**Blakely Pomietto** (Ex Officio President's Rep)

**Danielle Powell** (Faculty)

**Jordan Sly** (Ex-Officio CUSF Rep)

**Sarah Weiss** (Faculty)

#### Date of Submission: April 29, 2026

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#### **Background:**

In October 2024, the Proposal for Instructional and Teaching PTK Faculty Workload Policy was submitted to the University Senate Office on behalf of the Office of Faculty Affairs. The proposal explained that in 2022, when the University approved the Policy on Workload and Responsibilities for Full-Time Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty (II-1.25(A)). By its express terms, this policy does not apply to professional track (PTK) faculty. The purpose of this proposal is to establish a University-wide workload policy for instructional professional track (PTK) faculty to provide for a more equitable and consistent workload distribution. Currently, the University's existing workload policy focuses on tenured and tenure-track faculty, without specifically addressing the diverse responsibilities of instructional PTK faculty, who, depending on a signed responsibilities, may engage in teaching, research, administrative, service, and other duties.

During AY 2023-2024 the Office of Faculty Affairs convened a working group to assist in drafting the proposed draft workload policy, guided by open forum discussions and community feedback.

### **Committee Work:**

The Faculty Affairs Committee began their review of the proposal in January 2025, after being charged by the Senate Executive Committee (SEC) with express review, consultation, and consideration of elements.

The committee began by reviewing the *Instructional and Teaching PTK Faculty Workload Policy (Senate Document #24-25-15)*, The University System of Maryland (USM) policy entitled *Policy On Faculty Workload And Responsibilities (II-1.25)* as referenced in the proposed policy, and the existing policy designed for Tenure-Tenured/Track Faculty entitled *University of Maryland Policy on Workload and Responsibilities for Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty (II-1.25(A))*. The committee repeatedly referenced Policy II-1.25(A) as an existing structure for this type of policy, with key differences cited, including;

- The variation of PTK faculty structure.
- The views and definitions include individuals in lecture title series and clinical title series
- Various funding avenues, examples of research faculty who receive specified grant funding for specific work.

In the February and March committee meetings of 2025, ex-officio representative for the Office of Faculty Affairs presented to the committee on PTK Faculty Reviews and Actions. Details were shared on a PTK Advisory Group and additional context and background on the draft Instructional PTK Workload Policy. The representative enumerated the types of full-time employment possibilities that exist, and how the breakdown percentages between teaching, service, and other work were reflected in the policy. Members noted that many departments have service elements, while others do not. Fair recognition of the contributions, including service, was cited as the goal of this policy.

The committee noted throughout discussion that the proposed policy is a University policy, which is high-level policy work, and guidelines and specific implementations for units across campus must be developed to fit more specific needs.

In April 2025 the committee completed Big10 research on similar policies at peer institutions in the Big10 academic alliance. Members noted an incredible variant in the Big10 peer groups as it relates to PTK Faculty, workload and policy. Many schools do not share the same language, protocol, hiring/contract, or workload processes as the University of Maryland. The committee continued to use University of Maryland Policy on Workload and Responsibilities for Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty (II-1.25(A)), while noting that applicability section exists in TTK version of the policy, but not the submitted proposed PTK version.

In October of 2025 the new AY 2025-2026 Faculty Affairs Committee reviewed the previous year's work, and continued soliciting feedback from faculty groups (i.e. tenured/tenure track, professional track, adjunct, associate, librarian, etc.) and academic units. A full array of titles, tracks, units, and research/teaching faculty were represented during conversation including field



and library faculty. This also includes feedback from the initial Working Group and PTK forums that were shared via ex-officio committee representatives.

The committee elected to revise select portions of the proposed policy, and discussed and submitted revisions for sections IV and V during the Spring of 2026. These amendments included;

- An adjustment in the percentage of teaching activities, to ensure that faculty are not unduly burdened by service responsibilities.
- Clarity in language around when units are expected to develop initial workload policies
- Clarifications on how concerns with unit-level policies are handled

The proposed policy, with the committee amendments, was approved at the March 25, 2026 Faculty Affairs Committee Meeting.

The Office of General Counsel was consulted regarding the policy and did not have additional revisions, representing approval of the draft policy on April 14, 2026.

### **Recommendations:**

The Faculty Affairs Committee recommends that the Draft University of Maryland Policy on Workload and Responsibilities for Full-Time and Part-Time Professional Track Instructional and Teaching Faculty (PTK Workload Policy), as shown immediately following this report, be approved.

### **Appendices:**

Appendix 1 - Final (clean) version of the recommended PTK Workload Policy

Appendix 2- Committee amendments (red-lined) to the proposed PTK Workload Policy

Appendix 3- SEC Charge document for the Faculty Affairs Committee

Appendix 4- Proposal submitted to the University Senate Office



## **II-\_\_ University of Maryland Policy on Workload and Responsibilities for Full-Time and Part-Time Professional Track Instructional and Teaching Faculty**

### **I. PURPOSE**

The University of Maryland's ("the University") mission is to achieve excellence in teaching, research, scholarship, creative activities, and public service. As the State's flagship University, and one of the country's first land grant institutions, the University seeks to educate students and advance knowledge in areas of importance to the State, the nation, and the world, and to be a preeminent national center for research, innovation, and graduate and undergraduate education. Taken together, basic and applied research, scholarship, creative activities, teaching, Extension programming, librarianship, service, and administrative duties are important elements of faculty workload that enable the University to fulfill its mission. In order to ensure that faculty members meet their workload expectations and that the University complies with the University System of Maryland (USM) Policy on Faculty Workload and Responsibilities (II-1.25), as amended on June 21, 2019, the University establishes the following Policy on Workload and Responsibilities for full-time and part-time professional track (PTK) instructional and teaching faculty (the "Policy").

### **II. DEFINITIONS**

- A. "Academic Unit" means a department, College, School, or other University entity in which a PTK faculty member has an appointment with assigned teaching; research, scholarship, or creative activities; service; administrative duties; librarianship; and/or Extension responsibilities as articulated in their Contract(s). Faculty members with joint or concurrent appointments across Academic Units may have responsibilities in more than one Unit.
- B. "Contract" means a fully executed document that defines the terms and conditions of a PTK faculty member's employment, including their agreed upon duties and responsibilities.
- C. "Course Unit" means a three-credit course or its equivalent.
- D. "Instructional and Teaching Faculty" means PTK faculty appointed into instructional faculty title series (i.e., Lecturer, Clinical), who provide instructional services and (1) have paid appointments of 50% full-time equivalent ("FTE") or greater, and (2) are neither tenured nor eligible for tenure.
- E. "Next Level Administrator" (NLA) means the Dean for units within departmentalized Colleges or Schools, and the Associate Provost for Faculty Affairs for non-departmentalized Colleges or Schools.
- F. "Unit Head" means a Department Chair, Dean, Director, or any University administrator who has a supervisory relationship to a PTK faculty member with respect to determining, assigning, and/or reviewing PTK faculty workload expectations.

### **III. APPLICABILITY**

- A. Subject to the exceptions set forth in Section III(B), this Policy and the associated guidance applies to all Instructional and Teaching Faculty, including faculty members (hereinafter referred to as "faculty member") who hold an appointment as Professor of the Practice (as defined in section I.F.14. of the University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty, II-1.00(A)) ("University APT Policy").
- B. This Policy and the associated guidance do not apply to:
  - 1. PTK faculty who are assigned to full-time administrative duties at the College or University level (e.g., Assistant or Associate Dean, Director or Executive Director).
  - 2. Adjunct faculty as defined by the University of Maryland Policy on the Employment of Adjunct Faculty (II-107(A)).
  - 3. PTK faculty with duties primarily in research, scholarship, and/or artistic creativity (as defined in I.B.1-6 of the University APT Policy).

### **IV. POLICY AND PROCEDURES**

- A. The University recognizes that faculty members may have a range of assigned responsibilities in one or more areas, such as teaching, instructional program direction, curriculum development, advising for undergraduate and/or graduate students, service to their academic units and/or the University, and/or administrative duties. Given this variation, this policy seeks to provide a broad framework for assigning and documenting Instructional and Teaching Faculty workload.
- B. Contracts for faculty members negotiated between the Unit Head and the faculty member should clearly set forth their workload responsibilities, including how their total effort is allocated based upon the percentage ranges set forth in Section IV(F)(1).
- C. A faculty member's total assigned workload must add to 100%, pro-rated by FTE as relevant.
- D. Faculty members are expected to meet workload expectations, as specified in their Contracts, on an annual (fiscal or academic year, as appropriate to their appointment) basis.
  - 1. In the event that a faculty member's workload responsibilities change, the Unit must amend their contract to reflect these changes and the amended agreement should be signed by the faculty member and the Unit Head.
- E. Each Unit in which faculty members are appointed shall establish, publish, and monitor a workload policy that sets forth fair and equitable guidelines that enable each Unit and/or program to best utilize its faculty members and align their efforts in accordance with this Policy, in alignment with the missions of the University, College or School, and Unit. Units may elect to develop a separate policy for faculty members or incorporate faculty members into their existing tenured/tenure-track faculty workload policies.
- F. The established policies shall address instructional expectations of faculty members and give appropriate guidance to augment the instructional load for research, scholarship, or creative activities; service; administration; and Extension responsibilities, if appropriate.
- G. Based on the standard workload expectations for faculty set forth in the USM Policy on Faculty Workload and Responsibilities (II-1.25) faculty members' total effort will consist of activities in the following areas: Teaching and Instructional Activities, Service, and Other Duties.
  - 1. If the apportionment of a faculty member's total effort falls outside of the percentage ranges set forth in (G)(2)(a)-(c), or the Unit seeks to establish different level of effort categories and/or percentages in its policy, the Unit must obtain written approval from the NLA.
  - 2. The typical ranges for each category are as follows:
    - a. Teaching and Instructional Activities: Sixty percent (60%) to one hundred percent (100%) of a faculty member's total effort.
      - i. A faculty member may teach up to eight (8) course units per academic year.
      - ii. Each Course Unit generally represents ten percent (10%) to twelve point five percent (12.5%) of total effort.
      - iii. Units, in their workload policies, may adjust the percentage of total effort assigned to a course unit by taking into account class size, credit hours produced, number of course preparations, co-teaching, modality of instruction, disciplinary expectations, accreditation requirements, and other factors considered relevant to the Unit's instructional program(s).
      - iv. Instructional activities may include mentoring, curriculum development, and other assigned instruction-related activities.
    - b. Service: Up to twenty percent (20%) of a faculty member's total effort.
      - i. Service activities may include external public and professional service (inclusive of service at the State, national, or international levels), as well as internal service at the unit, college or University level.
      - ii. If a faculty member serves on unit, college, or University committees, or otherwise engages in service activities on behalf of the unit internally or externally to the University, their Contract must include a defined service component.
    - c. Other Duties: Up to thirty-five percent (35%) of a faculty member's total efforts.
    - d. Other Duties may include, but are not limited to, academic program management or direction, curriculum development, advising, research, and/or administrative duties, as set forth in the faculty member's Contract.
- H. The specific workload assignments may be adjusted according to Unit-level and University policies and

procedures (e.g., Leave without Pay, Family and Medical Leave, retirement agreements, and administrative or other service assignments).

- I. Unit workload policies should address whether course releases due to external fellowships, awards, and/or sponsored research (i.e., course buyouts) are permissible and should establish an appropriate buyout standard per course release.
- J. Unit workload policies should also identify and define those activities that qualify as part of a faculty member's total effort under Section IV(G)(1)(a)-(c). These activities must include teaching and could include service activities.
- K. In the case of joint appointments, assigned faculty workloads in each Unit should be proportional to the assigned FTE in the respective Units. Contracts and/or memoranda of understanding between Units should reflect the assigned faculty member workload in each Unit.
- L. Unit policies must expressly address how workload is rebalanced and/or steps taken when a faculty member is assigned and/or engaged in responsibilities or activities that advance the University's mission and operations (e.g., service to a University Unit, University strategic initiatives, curriculum redesign, externally funded research, leadership, or other service).

## **V. IMPLEMENTATION, OVERSIGHT, AND COMPLIANCE**

### **A. Responsibilities of Unit Heads**

1. Each Unit Head is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the respective Unit.
2. Each Unit Head is responsible for ensuring that Instructional and Teaching Faculty currently employed within the Unit receive a copy of the faculty workload policy upon its approval. Instructional and Teaching Faculty hired by the Unit after approval of the faculty workload policy shall be provided with a copy thereof prior to the commencement of their appointment.
3. Each Unit Head is responsible for ensuring that each faculty member within the Unit is in compliance with the stated faculty workload policy and guidelines.

### **B. Responsibilities of the Dean**

1. Each Dean is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the Units of the College or School.

### **C. Review and Approval of Workload Policies**

1. Unit workload policies must receive the approval of the NLA.
2. Approved workload policies must be submitted to the Office of Faculty Affairs, which shall maintain a record of all approved workload policies.

### **D. Responsibilities of the Senior Vice President and Provost**

1. The ultimate responsibility for ensuring faculty workload equity and accountability across the University lies with the Senior Vice President and Provost.
2. The Office of the Senior Vice President and Provost is responsible for reporting faculty workload information to USM.

E. Unit Heads (or designees) in departmentalized Colleges shall prepare for the Dean an annual summary report of assigned faculty member workloads in their Units. In non-departmentalized Colleges, the Dean shall prepare the annual report. The report should be made available to all faculty in the Unit, preferably on the Unit's public website, intranet, or online dashboard.

F. Units must develop their initial faculty workload policies, pursuant to their Unit governance procedures, within one academic year of Presidential approval of this Policy. Units should review their policies at a minimum of every five years after initial approval pursuant to the procedures established in section V.C above.

G. Concerns regarding unit level workload policies that cannot be resolved within the unit should be referred to the next level unit administrator.

H. The Office of Faculty Affairs shall develop, review periodically (at intervals of no more than five years), and publish faculty workload guidance.

<p style="text-align: center;"><b>Policy Tracking Color Key</b> New Text in Blue/Bold (<b>example</b>) Removed Text in Red/Strikeout (<del>example</del>) Moved text in green strikethrough (<del>example</del>) and green/bold for the new placement (<b>example</b>) Amendments made on the Senate floor in purple (<b>example</b>)</p>
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## Appendix A: II-\_\_\_\_\_ Draft University of Maryland Policy on Workload and Responsibilities for Full-Time and Part-Time Professional Track Instructional and Teaching Faculty

### I. PURPOSE

The University of Maryland’s (“the University”) mission is to achieve excellence in teaching, research, scholarship, creative activities, and public service. As the State’s flagship University, and one of the country’s first land grant institutions, the University seeks to educate students and advance knowledge in areas of importance to the State, the nation, and the world, and to be a preeminent national center for research, innovation, and graduate and undergraduate education. Taken together, basic and applied research, scholarship, creative activities, teaching, Extension programming, librarianship, service, and administrative duties are important elements of faculty workload that enable the University to fulfill its mission. In order to ensure that faculty members meet their workload expectations and that the University complies with the University System of Maryland (USM) Policy on Faculty Workload and Responsibilities (II-1.25), as amended on June 21, 2019, the University establishes the following Policy on Workload and Responsibilities for full-time and part-time professional track (PTK) instructional and teaching faculty (the “Policy”).

### II. DEFINITIONS

- A. “Academic Unit” means a department, College, School, or other University entity in which a PTK faculty member has an appointment with assigned teaching; research, scholarship, or creative activities; service; administrative duties; librarianship; and/or Extension responsibilities as articulated in their Contract(s). Faculty members with joint or concurrent appointments across Academic Units may have responsibilities in more than one Unit.
- B. “Contract” means a fully executed document that defines the terms and conditions of a PTK faculty member’s employment, including their agreed upon duties and responsibilities.
- C. “Course Unit” means a three-credit course or its equivalent.
- D. “Instructional and Teaching Faculty” means PTK faculty appointed into instructional faculty title series (i.e., Lecturer, Clinical), who provide instructional services and (1) have paid appointments of 50% full-time equivalent (“FTE”) or greater, and (2) are neither tenured nor eligible for tenure.
- E. “Next Level Administrator” (NLA) means the Dean for units within departmentalized Colleges or Schools, and the Associate Provost for Faculty Affairs for non-departmentalized Colleges or Schools.
- F. “Unit Head” means a Department Chair, Dean, Director, or any University administrator who has a supervisory relationship to a PTK faculty member with respect to determining, assigning, and/or reviewing PTK faculty workload expectations.

### III. APPLICABILITY

- A. Subject to the exceptions set forth in Section III(B), this Policy and the associated guidance applies to all Instructional and Teaching Faculty, including faculty members (hereinafter referred to as “faculty member”) who hold an appointment as Professor of the Practice (as defined in section I.F.14. of the

University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty, II-1.00(A))("University APT Policy").

- B. This Policy and the associated guidance do not apply to:
1. PTK faculty who are assigned to full-time administrative duties at the College or University level (e.g., Assistant or Associate Dean, Director or Executive Director).
  2. Adjunct faculty as defined by the University of Maryland Policy on the Employment of Adjunct Faculty (II-107(A)).
  3. PTK faculty with duties primarily in research, scholarship, and/or artistic creativity (as defined in I.B.1-6 of the University APT Policy).

#### IV. POLICY AND PROCEDURES

- A. The University recognizes that faculty members may have a range of assigned responsibilities in one or more areas, such as teaching, instructional program direction, curriculum development, advising for undergraduate and/or graduate students, service to their academic units and/or the University, and/or administrative duties. Given this variation, this policy seeks to provide a broad framework for assigning and documenting Instructional and Teaching Faculty workload.
- B. Contracts for faculty members negotiated between the Unit Head and the faculty member should clearly set forth their workload responsibilities, including how their total effort is allocated based upon the percentage ranges set forth in Section IV(F)(1).
- C. A faculty member's total assigned workload must add to 100%, pro-rated by FTE as relevant.
- D. Faculty members are expected to meet workload expectations, as specified in their Contracts, on an annual (fiscal or academic year, as appropriate to their appointment) basis.
1. In the event that a faculty member's workload responsibilities change, the Unit must amend their contract to reflect these changes and the amended agreement should be signed by the faculty member and the Unit Head.
- E. Each Unit in which faculty members are appointed shall establish, publish, and monitor a workload policy that sets forth fair and equitable guidelines that enable each Unit and/or program to best utilize its faculty members and align their efforts in accordance with this Policy, in alignment with the missions of the University, College or School, and Unit. Units may elect to develop a separate policy for faculty members or incorporate faculty members into their existing tenured/tenure-track faculty workload policies.
- F. The established policies shall address instructional expectations of faculty members and give appropriate guidance to augment the instructional load for research, scholarship, or creative activities; service; administration; and Extension responsibilities, if appropriate.
- G. Based on the standard workload expectations for faculty set forth in the [USM Policy on Faculty Workload and Responsibilities \(II-1.25\)](#), faculty members' total effort will consist of activities in the following areas: Teaching and Instructional Activities, Service, and Other Duties.
1. If the apportionment of a faculty member's total effort falls outside of the percentage ranges set forth in (G)(2)(a)-(c), or the Unit seeks to establish different level of effort categories and/or percentages in its policy, the Unit must obtain written approval from the NLA.
  2. The typical ranges for each category are as follows:
    - a. Teaching and Instructional Activities: Sixty percent (60%) to **eighty one hundred percent (100%)** of a faculty member's total effort.
      - i. **A faculty member may teach up to eight (8) course units per academic year.**
      - ii. Each Course Unit generally represents ten percent (10%) **to twelve point five percent (12.5%)** of total effort.
      - iii. Units, in their workload policies, may adjust the percentage of total effort assigned to a course unit by taking into account class size, credit hours produced, number of course preparations, co-teaching, modality of instruction, disciplinary expectations, accreditation requirements, and other factors considered relevant to the Unit's instructional program(s).
      - iv. ~~A faculty member may teach up to eight (8) course units per academic year, so long as they do not have any additional administrative, research, or other assignments.~~

- v. Instructional activities may include mentoring, curriculum development, and other assigned instruction-related activities.
  - b. Service: Up to twenty percent (20%) of a faculty member's total effort.
    - i. Service activities may include external public and professional service (inclusive of service at the State, national, or international levels), as well as internal service at the unit, college or University level.
    - ii. If a faculty member serves on unit, college, or University committees, or otherwise engages in service activities on behalf of the unit internally or externally to the University, their Contract must include a defined service component.
  - c. Other Duties: Up to thirty-five percent (35%) of a faculty member's total efforts.
  - d. Other Duties may include, but are not limited to, academic program management or direction, curriculum development, advising, research, and/or administrative duties, as set forth in the faculty member's Contract.
- H. The specific workload assignments may be adjusted according to Unit-level and University policies and procedures (e.g., Leave without Pay, Family and Medical Leave, retirement agreements, and administrative or other service assignments).
  - I. Unit workload policies should address whether course releases due to external fellowships, awards, and/or sponsored research (i.e., course buyouts) are permissible and should establish an appropriate buyout standard per course release.
  - J. Unit workload policies should also identify and define those activities that qualify as part of a faculty member's total effort under Section IV(G)(1)(a)-(c). These activities must include teaching and could include service activities.
  - K. In the case of joint appointments, assigned faculty workloads in each Unit should be proportional to the assigned FTE in the respective Units. Contracts and/or memoranda of understanding between Units should reflect the assigned faculty member workload in each Unit.
  - L. Unit policies must expressly address how workload is rebalanced and/or steps taken when a faculty member is assigned and/or engaged in responsibilities or activities that advance the University's mission and operations (e.g., service to a University Unit, University strategic initiatives, curriculum redesign, externally funded research, leadership, or other service).

## **V. IMPLEMENTATION, OVERSIGHT, AND COMPLIANCE**

- A. Responsibilities of Unit Heads
  - 1. Each Unit Head is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the respective Unit.
  - 2. Each Unit Head is responsible for ensuring that Instructional and Teaching Faculty currently employed within the Unit receive a copy of the faculty workload policy upon its approval. Instructional and Teaching Faculty hired by the Unit after approval of the faculty workload policy shall be provided with a copy thereof prior to the commencement of their appointment.
  - 3. Each Unit Head is responsible for ensuring that each faculty member within the Unit is in compliance with the stated faculty workload policy and guidelines.
- B. Responsibilities of the Dean
  - 1. Each Dean is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the Units of the College or School.
- C. Review and Approval of Workload Policies
  - 1. Unit workload policies must receive the approval of the NLA.
  - 2. Approved workload policies must be submitted to the Office of Faculty Affairs, which shall maintain a record of all approved workload policies.
- D. Responsibilities of the Senior Vice President and Provost
  - 1. The ultimate responsibility for ensuring faculty workload equity and accountability across the University lies with the Senior Vice President and Provost.

2. The Office of the Senior Vice President and Provost is responsible for reporting faculty workload information to USM.
- E. Unit Heads (or designees) in departmentalized Colleges shall prepare for the Dean an annual summary report of assigned faculty member workloads in their Units. In non-departmentalized Colleges, the Dean shall prepare the annual report. The report should be made available to all faculty in the Unit, preferably on the Unit's public website, intranet, or online dashboard.
  - F. Units must develop their initial faculty workload policies, pursuant to their Unit governance procedures, ~~by or before~~ **within one academic year of Presidential approval of this Policy**. Units should review their policies at a minimum of every five years after initial approval pursuant to the procedures established in section V.C above.
  - G. **Concerns regarding unit level workload policies that cannot be resolved within the unit should be referred to the next level unit administrator.**
  - H. The Office of Faculty Affairs shall develop, review periodically (at intervals of no more than five years), and publish faculty workload guidance.



**UNIVERSITY SENATE**

**CHARGE**

Charged: November 13, 2024 | Deadline: April 3, 2026

## **Review of the Instructional and Teaching PTK Faculty Workload Policy (Senate Document #24-25-15)**

### **Faculty Affairs Committee | Chair: Fatemeh Keshavarz-Karamustafa**

The Senate Executive Committee (SEC) and Senate Chair Sly request that the Faculty Affairs Committee review the proposal entitled *Instructional and Teaching PTK Faculty Workload Policy*.

The Faculty Affairs Committee is asked to:

1. Review the following:
  - a. The proposal entitled *Instructional and Teaching PTK Faculty Workload Policy* (Senate Document #24-25-15)
  - b. The University System of Maryland (USM) policy entitled *Policy On Faculty Workload And Responsibilities* ([II-1.25](#)) as referenced in the proposed policy.
  - c. The existing policy designed for Tenure-Tenured/Track Faculty entitled *University of Maryland Policy on Workload and Responsibilities for Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty* ([II-1.25\(A\)](#))
  - d. Similar policies and procedures on faculty professional conduct at Big 10 and other peer institutions.
2. Consult:
  - a. The Office of Faculty Affairs
  - b. The University of Maryland "Review of Professional Track Faculty Matters", including the public [PTK Working Group Report](#).
  - c. Faculty groups (i.e. tenured/tenure track, professional track, adjunct, associate, librarian, etc.) representative of all academic units to solicit feedback on the proposed policy.
  - d. Academic administrators (i.e., chairs, deans, directors, program directors) to solicit feedback on the proposed policy.

3. Consider:
  - a. The differentiation between Professional Track Faculty appointment types and appropriate requirements.
  - b. Potential impacts on Professional Track Faculty and the campus community.
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 **April 3, 2026**. If you have questions or need assistance, please contact the University Senate Office, [senate-admin@umd.edu](mailto:senate-admin@umd.edu).



UNIVERSITY SENATE

PROPOSAL

Submitted on: October 17, 2024

## Proposal for Instructional and Teaching PTK Faculty Workload Policy

NAME/TITLE	John Bertot, Associate Provost for Faculty Affairs		
EMAIL	jbertot@umd.edu	PHONE	301-405-4252
UNIT	Office of Faculty Affairs	CONSTITUENCY	PTK Faculty

### DESCRIPTION OF ISSUE

**Purpose:** In 2022, the University approved the Policy on Workload and Responsibilities for Full-Time Tenured, Tenure-Track, Permanent Status, and Permanent Status-Track Faculty (II-1.25(A)). By its express terms, this policy does not apply to professional track (PTK) faculty. The purpose of this proposal is to establish a University-wide workload policy for instructional professional track (PTK) faculty to provide for a more equitable and consistent workload distribution. Currently, the University's existing workload policy focuses on tenured and tenure-track faculty, without specifically addressing the diverse responsibilities of instructional PTK faculty, who, depending on assigned responsibilities, may engage in teaching, research, administrative, service, and other duties.

**Background & Development of the Instructional PTK Faculty Workload Policy:** At the request of the Provost, the Office of Faculty Affairs (OFA) formed the PTK Working Group (<https://faculty.umd.edu/ptk-working-group>) during AY 2022-2023. Among other actions, the PTK Working Group was charged with providing recommendations for a University policy on Instructional PTK Faculty workload. Instructional PTK faculty are defined as those PTK faculty members appointed into University-defined policy on the instructional ranks, which are faculty appointed into the Lecturer and Clinical title series (as per the University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty, II-1.00(A)).

The group's final report noted that PTK instructional faculty may engage in responsibilities in addition to teaching which may not be articulated explicitly in their contracts, such as administrative, research, and service responsibilities. The report further noted that the absence of an instructional PTK faculty workload policy raised concerns about the extent to which PTK faculty workload is distributed in an equitable and consistent manner across the University (a summary of the PTK Working Group's activities and report is available at <https://faculty.umd.edu/ptk-working-group>).

During AY 2023-2024, OFA convened a new working group to assist in the drafting of a workload policy for instructional PTK faculty (the "Draft Policy"). In developing the Draft Policy, the working group was guided by the following charges:

- Require that colleges and units will create their own specific policies with guidance from the University-level policy.
- Offer suggestions for mapping FTE% into specific duties of teaching, research, extension (if applicable), administration or other assigned activities, and service.
- Provide a range of acceptable FTE assignments per course, with suggestions for situational adjustment.
- Enable a broad interpretation of "Instruction" for equitable FTE assignment to duties, including advising, clinical work, and curriculum development.
- Recognize that service (and scholarly work, administrative and other duties, when applicable) be included as a percentage of FTE in all contracts to promote inclusivity and shared

governance.

OFA made the Draft Policy available to the campus community and solicited feedback and comments on the Draft Policy. OFA also held an open forum in March 2024 to provide an overview of the Draft Policy, and to provide an opportunity for comments and questions. Based on the comments received, OFA revised the Draft Policy to address the issues raised by the campus community, acknowledging that received comments and recommendations were often in contradiction and/or contention, generally influenced by current unit practices. OFA subsequently shared the revised Draft Policy with the instructional PTK faculty workload group and associate deans for faculty affairs from each college; their feedback was then incorporated into the draft policy attached to this proposal, now presented for Senate review and consideration [see Appendix A].

#### **DESCRIPTION OF CHANGE YOU WOULD LIKE TO SEE**

Adoption of a University policy on instructional PTK faculty workload, with the goal of creating a more consistent system of assigning and recognizing workloads among instructional PTK faculty across the University that enables a degree of flexibility to accommodate specific unit and program needs.

#### **SUGGESTION FOR HOW YOUR PROPOSAL WOULD BE PUT INTO PRACTICE**

The Draft Policy establishes a general framework for instructional PTK faculty total effort (while allowing some degree of unit flexibility to meet unit and/or program needs). Upon adoption of a University-level policy, units will have a designated amount of time to develop their initial instructional PTK faculty workload policies, pursuant to their unit governance procedures.

# Appendix A: II-\_\_\_\_\_ Draft University of Maryland Policy on Workload and Responsibilities for Full-Time and Part-Time Professional Track Instructional and Teaching Faculty

## I. PURPOSE

The University of Maryland's ("the University") mission is to achieve excellence in teaching, research, scholarship, creative activities, and public service. As the State's flagship University, and one of the country's first land grant institutions, the University seeks to educate students and advance knowledge in areas of importance to the State, the nation, and the world, and to be a preeminent national center for research, innovation, and graduate and undergraduate education. Taken together, basic and applied research, scholarship, creative activities, teaching, Extension programming, librarianship, service, and administrative duties are important elements of faculty workload that enable the University to fulfill its mission. In order to ensure that faculty members meet their workload expectations and that the University complies with the University System of Maryland (USM) Policy on Faculty Workload and Responsibilities (II-1.25), as amended on June 21, 2019, the University establishes the following Policy on Workload and Responsibilities for full-time and part-time professional track (PTK) instructional and teaching faculty (the "Policy").

## II. DEFINITIONS

- A. "Academic Unit" means a department, College, School, or other University entity in which a PTK faculty member has an appointment with assigned teaching; research, scholarship, or creative activities; service; administrative duties; librarianship; and/or Extension responsibilities as articulated in their Contract(s). Faculty members with joint or concurrent appointments across Academic Units may have responsibilities in more than one Unit.
- B. "Contract" means a fully executed document that defines the terms and conditions of a PTK faculty member's employment, including their agreed upon duties and responsibilities.
- C. "Course Unit" means a three-credit course or its equivalent.
- D. "Instructional and Teaching Faculty" means PTK faculty appointed into instructional faculty title series (i.e., Lecturer, Clinical), who provide instructional services and (1) have paid appointments of 50% full-time equivalent ("FTE") or greater, and (2) are neither tenured nor eligible for tenure.
- E. "Next Level Administrator" (NLA) means the Dean for units within departmentalized Colleges or Schools, and the Associate Provost for Faculty Affairs for non-departmentalized Colleges or Schools.
- F. "Unit Head" means a Department Chair, Dean, Director, or any University administrator who has a supervisory relationship to a PTK faculty member with respect to determining, assigning, and/or reviewing PTK faculty workload expectations.

## III. APPLICABILITY

- A. Subject to the exceptions set forth in Section III(B), this Policy and the associated guidance applies to all Instructional and Teaching Faculty, including faculty members (hereinafter referred to as "faculty member") who hold an appointment as Professor of the Practice (as defined in section I.F.14. of the University of Maryland Policy and Procedures on Appointment, Promotion, and Tenure of Faculty, II-1.00(A))("University APT Policy").
- B. This Policy and the associated guidance do not apply to:
  - 1. PTK faculty who are assigned to full-time administrative duties at the College or University level (e.g., Assistant or Associate Dean, Director or Executive Director).
  - 2. Adjunct faculty as defined by the University of Maryland Policy on the Employment of Adjunct Faculty (II-107(A)).
  - 3. PTK faculty with duties primarily in research, scholarship, and/or artistic creativity (as defined in I.B.1-6 of the University APT Policy).

#### IV. POLICY AND PROCEDURES

- A. The University recognizes that faculty members may have a range of assigned responsibilities in one or more areas, such as teaching, instructional program direction, curriculum development, advising for undergraduate and/or graduate students, service to their academic units and/or the University, and/or administrative duties. Given this variation, this policy seeks to provide a broad framework for assigning and documenting Instructional and Teaching Faculty workload.
- B. Contracts for faculty members negotiated between the Unit Head and the faculty member should clearly set forth their workload responsibilities, including how their total effort is allocated based upon the percentage ranges set forth in Section IV(F)(1).
- C. A faculty member's total assigned workload must add to 100%, pro-rated by FTE as relevant.
- D. Faculty members are expected to meet workload expectations, as specified in their Contracts, on an annual (fiscal or academic year, as appropriate to their appointment) basis.
  - 1. In the event that a faculty member's workload responsibilities change, the Unit must amend their contract to reflect these changes and the amended agreement should be signed by the faculty member and the Unit Head.
- E. Each Unit in which faculty members are appointed shall establish, publish, and monitor a workload policy that sets forth fair and equitable guidelines that enable each Unit and/or program to best utilize its faculty members and align their efforts in accordance with this Policy, in alignment with the missions of the University, College or School, and Unit. Units may elect to develop a separate policy for faculty members or incorporate faculty members into their existing tenured/tenure-track faculty workload policies.
- F. The established policies shall address instructional expectations of faculty members and give appropriate guidance to augment the instructional load for research, scholarship, or creative activities; service; administration; and Extension responsibilities, if appropriate.
- G. Based on the standard workload expectations for faculty set forth in the [USM Policy on Faculty Workload and Responsibilities \(II-1.25\)](#), faculty members' total effort will consist of activities in the following areas: Teaching and Instructional Activities, Service, and Other Duties.
  - 1. If the apportionment of a faculty member's total effort falls outside of the percentage ranges set forth in (G)(2)(a)-(c), or the Unit seeks to establish different level of effort categories and/or percentages in its policy, the Unit must obtain written approval from the NLA.
  - 2. The typical ranges for each category are as follows:
    - a. Teaching and Instructional Activities: Sixty percent (60%) to eighty percent (80%) of a faculty member's total effort.
      - i. Each Course Unit generally represents ten percent (10%) of total effort.
      - ii. Units, in their workload policies, may adjust the percentage of total effort assigned to a course unit by taking into account class size, credit hours produced, number of course preparations, co-teaching, modality of instruction, disciplinary expectations, accreditation requirements, and other factors considered relevant to the Unit's instructional program(s).
      - iii. A faculty member may teach up to eight (8) course units per academic year, so long as they do not have any additional administrative, research, or other assignments.
      - iv. Instructional activities may include mentoring, curriculum development, and other assigned instruction-related activities.
    - b. Service: Up to twenty percent (20%) of a faculty member's total effort.
      - i. Service activities may include external public and professional service (inclusive of service at the State, national, or international levels), as well as internal service at the unit, college or University level.
      - ii. If a faculty member serves on unit, college, or University committees, or otherwise engages in service activities on behalf of the unit internally or externally to the University, their Contract must include a defined service component.
    - c. Other Duties: Up to thirty-five percent (35%) of a faculty member's total efforts.

- i. Other Duties may include, but are not limited to, academic program management or direction, curriculum development, advising, research, and/or administrative duties, as set forth in the faculty member's Contract.
- H. The specific workload assignments may be adjusted according to Unit-level and University policies and procedures (e.g., Leave without Pay, Family and Medical Leave, retirement agreements, and administrative or other service assignments).
- I. Unit workload policies should address whether course releases due to external fellowships, awards, and/or sponsored research (i.e., course buyouts) are permissible and should establish an appropriate buyout standard per course release.
- J. Unit workload policies should also identify and define those activities that qualify as part of a faculty member's total effort under Section IV(G)(1)(a)-(c).
- K. In the case of joint appointments, assigned faculty workloads in each Unit should be proportional to the assigned FTE in the respective Units. Contracts and/or memoranda of understanding between Units should reflect the assigned faculty member workload in each Unit.
- L. Unit policies must expressly address how workload is rebalanced and/or steps taken when a faculty member is assigned and/or engaged in responsibilities or activities that advance the University's mission and operations (e.g., service to a University Unit, University strategic initiatives, curriculum redesign, externally funded research, leadership, or other service).

## **V. IMPLEMENTATION, OVERSIGHT, AND COMPLIANCE**

- A. Responsibilities of Unit Heads
  - 1. Each Unit Head is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the respective Unit.
  - 2. Each Unit Head is responsible for ensuring that Instructional and Teaching Faculty currently employed within the Unit receive a copy of the faculty workload policy upon its approval. Instructional and Teaching Faculty hired by the Unit after approval of the faculty workload policy shall be provided with a copy thereof prior to the commencement of their appointment.
  - 3. Each Unit Head is responsible for ensuring that each faculty member within the Unit is in compliance with the stated faculty workload policy and guidelines.
- B. Responsibilities of the Dean
  - 1. Each Dean is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the Units of the College or School.
- C. Review and Approval of Workload Policies
  - 1. Unit workload policies must receive the approval of the NLA.
  - 2. Approved workload policies must be submitted to the Office of Faculty Affairs, which shall maintain a record of all approved workload policies.
- D. Responsibilities of the Senior Vice President and Provost
  - 1. The ultimate responsibility for ensuring faculty workload equity and accountability across the University lies with the Senior Vice President and Provost.
  - 2. The Office of the Senior Vice President and Provost is responsible for reporting faculty workload information to USM.
- E. Unit Heads (or designees) in departmentalized Colleges shall prepare for the Dean an annual summary report of assigned faculty member workloads in their Units. In non-departmentalized Colleges, the Dean shall prepare the annual report. The report should be made available to all faculty in the Unit, preferably on the Unit's public website, intranet, or online dashboard.
- F. Units must develop their initial faculty workload policies, pursuant to their Unit governance procedures, by or before \_\_\_\_\_. Units should review their policies at a minimum of every five years after initial approval pursuant to the procedures established in section V.C above.
- G. The Office of Faculty Affairs shall develop, review periodically (at intervals of no more than five years), and publish faculty workload guidance.