



UNIVERSITY OF MARYLAND
GLOBAL CAMPUS
ALUMNI ASSOCIATION

Meeting Minutes

UMGC Alumni Advisory Board

February 24, 2025

This was the fourth Alumni Advisory Board meeting for the 2023-2025 term, Dr. Frank Musmar, President, led the meeting. The following board members, past presidents, and staff attended:

Present (in person): Margaret Larkin, Dr. S. Rachid Muller, Dr. Frank Musmar, Dr. Jim Payne, Bernetta Reese, Laurie Sayles

Present (online): Dr. Keyna Dugger, Vernon Herron, Gustavo Hinojosa Jr, Dr. Tulinda Larsen, Dr. Stacy Trammell

Former Presidents: Philip Callahan, Joan Lee

Guests: Dr. MJ Bishop

Staff: Ashley Charles, Doug Dazell, Danielle Matz, Jennifer McDowell, Berniece Reese, Nikki Sandoval, Dharma Selva, Cathy Sweet

Alumni Guest Attending Online: Jason Keller

Meeting starts: 6:30 p.m.

Proceedings

The meeting of the 2023-2025 UMGc Alumni Advisory Board session was called to order at 6:30 p.m. by Alumni Advisory Board President, Dr. Frank Musmar.

WELCOME

Dr. Frank Musmar, President 2023-2025 UMGc Alumni Advisory Board

Dr. Frank Musmar: Calls meeting to order, acknowledges Dr. MJ Bishop, and welcomes attending members of the board and new UMGc staff member Ashley Charles. Calls for motion to approve previous meeting minutes. Moved by Dr. Muller; seconded by Dr. Payne.

Thanks Board for impact since last meeting including; Sharing insights with academic leadership to support innovation providing career mentorship to students, connecting employers to career services for career fair, promoting school pride through social media, engaging with community in the Virtual Book Club, providing small-business tips during the Virtual Networking Hour, volunteering at Winter Grad Walk, participation in Alumni Awards, Homecoming, Virtual Trivia Night,

UMGC Veteran's Day Ceremony, and the USM Regents Dinner. Sharing your UMGc and educational journey with Maryland legislators.

PRESENTATION – I. INTEGRATIVE LEARNING DESIGN PRESENTATION

Dr. MJ Bishop: For UMGc to scale and be responsive to market needs, we needed to move to something that enables us to pivot more quickly, determine how best to support learning, and front load asynchronous learning experiences. Education and career pathways have become far less linear. President Fowler has called on us to be a different kind of university.

There is a need for flexible educational pathways that allow learners to enter and exit at various points. The institution supports learners that return for upskilling and reskilling and wants to ensure they are prepared to access these opportunities elsewhere if needed. Every educational experience contributes to skill acquisition, emphasizing a non-linear learning journey that goes beyond traditional bachelor's and master's degree programs.

UMGC is called to be a different kind of university. The vision is for UMGc to become the top choice for adults and businesses, focusing on being student-centric, data-driven, and skills-based.

We have the potential to become the top choice for adult learners and service members seeking career advancement, career shifts, or socioeconomic improvements. These individuals need opportunities to demonstrate their skills in ways that employers can validate, such as portable credentials. Employers value institutions that can confirm the real-world value of the education provided, beyond what's stated in a resume or cover letter. There is an increasing role of employers, including the military, as customers, recognizing the need for a skilled workforce with validated competencies. The institution's role has evolved from focusing solely on degree completion to also addressing the needs of employers and the workforce.

UMGC defines a skill as an individual's demonstrated knowledge, abilities, and/or learned behaviors. We are making sure learners are accessed to demonstrate the skill they have gained, that is recognizable by an employer. Provided example of translating objectives into ways that employers care about and students can articulate. We are looking at understanding what this all means and a more modularized approach to curriculum.

Learners should be guided systematically through cycles of instruction, which is the Knowledge Dimension that emphasizes both the knowledge they need to acquire (facts, concepts, procedures, and metacognitive skills) and the depth of understanding required. The Cognitive Process Dimension considers different levels of learning such as remembering, understanding, applying, analyzing, and creating, with the goal of developing higher-order skills. Each skill is assessed through demonstrations to ensure graduates can perform them. From an instructional design perspective, it was noted that while this process is familiar, it requires a new way of framing and describing the approach.

There is a need to translate information into terms that are meaningful and relevant to both employers and students. It should be presented in a way that resonates with the concerns and interests of employers, while also being clear and understandable for students to express.

The key focus is identifying the resume-worthy skills that learners should have by the end of their learning experience. The team is collaborating with tools like CAST (formerly MC Burning Glass) to analyze job descriptions and determine the skills required for fields like cybersecurity. Additionally, they are working with advisory boards to continuously refine and ensure that learners are gaining the necessary skills and demonstrating their capabilities to be employable after completing their programs.

Applying a modularized approach, breaking down courses into smaller, flexible units or modules allows for more agility in teaching and adapting content. It would also help with better assessment and provide more context for learners. The team is working closely with their learning management system (LMS) provider, D2L, to co-develop a new architecture to support this modular approach.

The goal is to transition from a disorganized collection of skills that aren't clearly defined or aligned with employer expectations to a more structured and assessed approach. This would ensure that learners are clearly aware they have the necessary skills to be job ready.

The team has completed a skills inventory and is now conducting more robust skills mapping to ensure alignment and effective assessments. They are working closely with employers to validate these skills. Additionally, a pilot project for a "student-facing skills navigator" is underway, allowing students to input their transcripts and career goals, receiving course recommendations to fill skill gaps. This tool is being tested in graduate programs. Faculty training is also emphasized to ensure skills are integrated and reinforced throughout courses. Furthermore, the focus is shifting to career education, with a broader approach that includes not just resume writing but also skill development for career readiness. The goal is to allow students to bypass modules they already know, offering a more personalized and flexible learning experience.

Bernetta Reese: Have employers been involved in the process? Who else is involved?

Dr. MJ Bishop: Bulk of what we've done has been through past partnerships and the advisory boards in the schools. When we begin a brand-new program development or redesign, we do a summit and bring everyone together to discuss what the learners will need and how we can help them demonstrate that.

Bernetta Reese: Its critical in identifying those skills gaps. Even if tis not the employers, there are surveys that companies use such as government or private sector. But whether it is problem solving, conflict management, leadership, or resiliency, which is critical for everyone right now, essential to incorporate some of those critical skills in the program.

Joan Lee: The micro-internships, what does that look like?

Dr. MJ Bishop: It could take a couple of forms. The more we can embed into our courses, the better. We've had conversations with some firms that help and claim that they can manage and work with faculty to teach courses to get students placed and into something that's real world. It could just be an 8-week internship experience.

Dr. Jim Payne: How does that look in an asynchronous environment? Like you said earlier, most of the learning is an asynchronous model.

Dr. MJ Bishop: That's why I want to embed as much of it as we can into courses themselves because I think that's going to be one of those project-based things that will be easier to do asynchronously. But we do have an awful lot of opportunities that can be asynchronous. A lot of those opportunities in IT. We have to think about those experiences if they are gaining the skills.

DISCUSSION QUESTIONS – II. STUDENT SUCCESS

Dr. Frank Musmar: Today's discussion will focus on Student Success.

- How can I support students and become a champion for their education success?
- Are you familiar with the different ways in which you can support student success?

Bernetta Reese: I think that it's so important right now, adding to the prior presentation and the different road maps and the on and off ramps. A lot of it ties back to resiliency and what allows the students to keep going in that journey and see it all the way through and then that carries over into the workplace. If the university can tap into that, it would make a difference.

Laurie Sayles: Workplace culture, the work environment is shifting, and people need to be able to survive that.

Dr. Jim Payne: From a student perspective, they need to know where they can reach and bounce an idea off someone. Part of the resiliency is adapting to the change, but there may be a time where you need to discuss that with somebody. Maybe there needs to be a place outside of the formal classroom, in a less formal setting where they can do that.

We talked about that sort of success coach guidance counselor, but maybe not necessarily just academic but from a holistic approach outside of school but still supported by schools.

Laurie Sayles: I remember a discussion about this previously and stress touch points to students not being as successful as I would have hoped regarding veterans. The mental health piece of supporting them while they're in school and having a place that they can go. Did we ever do anything more with that?

Nikki Sandoval: New student support includes success coaches and a community of wrap-around support like financial aid, and admissions assigned together for each student. A new online community called Inscribe like Facebook but a closed community where students post, share, talk, and support each other. Links to mental health support available in several locations. For career support, bring in alumni network through Community Connect.

Bernetta Reese: To add more to what Dr. Payne mentioned in the support system you already have in place being a data-driven university, what is it telling you? Are you able to see that students check in with their success coach a certain number of times a year are graduating at a higher rate or sooner? What do the numbers tell you and are you tracking them?

Nikki Sandoval: We are, there's a report that provides that information. One of the things shared during a meeting recently was flags that trigger the success coach to reach out. For example, if the student isn't logging in to the online classroom or the student isn't turning in assignments the success coach and faculty are notified. We've learned these can be indicators that something's wrong or they need help. We are being proactive as much as we can.

Dr. Muller: I've been faculty for a while and there is a pop-up notification indicating when students are first-time students.

Margaret Larkin: Are there other opportunities that we should be more helpful with?

Nikki Sandoval: There are other advisory boards being formed for each school. We are working on ways to bring industry information and perspective into the classroom. Also bring projects or work matters that then can be shared in a classroom and create a pilot project for students. The upcoming Leadership Summit will include an employer panel to hear directly from employers and the alumni board to share their experiences and topics that as a university should be evaluated.

Joan Lee: Given the environment is it worth investing in a diploma or four years skills wise, how about a plug and play model. Identifying a class project for direct knowledge. People may not have the money or choose not to commit to a four-year degree that is very specific or targeted. If I want to shift from this skill or add to a skill, how do I do that? Is that a market that UMGC could tap into, or would it be feasible? I'm thinking that going forward, if there's an attitude that starts to perpetuate where people will want to invest in themselves or want to invest in themselves but in a different way.

Nikki Sandoval: President Fowler talks about micro credentials. MJ touched on taking all those little pieces out, so individuals can take one or two and then turn it into a credential or certificate or a degree, or not. President Fowler doesn't see it as "or" it's an "and", it is both and that is where we are going. We sent a survey recently to alumni regarding interest in non-credentials.

Dr. Muller: To add to that, my R1 research is with Arizona State. If they tell me they want to make a course then they tell us to do it in modules. It's up to me to decide whether I want to build the course or not because they can easily take my information and module it or put it in another module. They have been doing plug and play for some time. I can teach a course over a 16-weeks and someone takes it, plug and play it in multiple programs and schools.

Nikki Sandoval: To your point Joan, how do we give the information in little bites for someone who doesn't have the time commitment? How can I gain this skill now? Maybe I don't for a few months and then maybe I can come back again. It just depends on what your needs are.

PRESENTATION – III. ALUMNI ADVISORY BOARD 35TH ANNIVERSARY

Dharma Selva: We are celebrating the 35th anniversary of the alumni association. During this history, alumni board members like yourselves have served and brought your loyalty, compassion, and dedication. We just want to say thank you and continue gracing us with all of your great minds, wise council and dedication. We encourage everyone to submit a picture to the digital mosaic.

Shares overview of the mission and purpose of the Alumni Association. We will be launching a fundraising campaign in conjunction with the 35th anniversary and the goal is to raise \$35,000. We would like to encourage current and past board members to get involved and financially support the ongoing alumni program. Money raised will go towards the Quasi Endowed Alumni fund which will create opportunities to use different services and technological itineraries. We would like to also publicly recognize the donors for their contributions and gifts.

PRESENTATION – IV. ALUMNI ASSOCIATION INTERNATIONAL FUNDING VOTE

Dr. Frank Musmar: Alumni Association International (AA-I) was founded to support the educational institutions in the University System of Maryland providing funds to alumni organizations to encourage greater participation of alumni and through scholarships for academic achievement. AA-I funding has launched several alumni programming initiatives for the UMGC community.

Nikki Sandoval: Shares overview of Community Connect program including 10,170 alumni have volunteered to provide career guidance resulting in 17,800 mentoring connections. The program utilizes a matching platform in CareerQuest where students and alumni can connect for career guidance. This program aligns with the alumni association's purpose to provide programs and services to support career advancement for the global alumni community.

Dr. Frank Musmar: Calls for motion to approve recommendation to support the Community Connect program with the 2024 funds. Joan Lee seconded motion, motion approved by board members.

Joan Lee: The Community Connect, and the mentorship is a great model because if you have been a mentor before you have to go through a background check. It's a good program.

Nikki Sandoval: Its very convenient, you can talk, and chat and we do see a few of them continue.

PRESENTATION – V. UMGC DAY IN MARYLAND

Nikki Sandoval: Shares about UMGC Day resolution presented at the Maryland State House honoring the contributions and legacy of UMGC alumni, students, faculty and staff in Maryland and around the world.

PRESENTATION – VI. 2025-2027 ALUMNI ADVISORY BOARD: NOMINATION REVIEW AND VOTE

Dr. Frank Musmar: Thanks to Dr. Raschid Muller and Dr. Stacy Trammell for their tremendous impact on the board over the last four years. We greatly appreciate all they have done. Thanks all for participating in the online vote. Honored to announce the 2025-2027 incoming Alumni Advisory Board President is Dr. S. Raschid Muller.

Dr. Musmar continues to review the 2025-2027 returning member nominations. Calls for a motion to approve returning members for the 2025-2027 term.

Board accepts motion.

Dr. Frank Musmar: Next we have the incoming board nominees (list incoming member nominees). Calls for motion to approve incoming nominees.

The board moves to accept the motion.

PRESENTATION – VII. 2023-2025 ALUMNI ADVISORY BOARD APPRECIATION

Nikki Sandoval: On behalf of UMGC, thank you for the incredible work this board has done over the last two years [thank you video]. There are many of you who are finishing your second two-year term, which is four years of service to this board, so with that, we have a special plaque. Offers thanks to Tiana Clark, Vernon Herron, Gus Hinojosa Jr., Margaret Larkin, James Muldoon, Dr. S. Raschid Muller, Dr. Stacy Trammell, Norman Workman. Next, we'd like to thank those who are

completing their first term – two years of service to the board. Offers thanks to Najila Ahsan, Kristinn Coleman, Dr. Keyna Dugger, Dr. Tulina Larsen, Dr. Jimmy Payne, Bernetta Reese, Laurie Sayles.

Dr. Jim Payne: Shares thanks to Dr. Frank Musmar on behalf of the 2023-2025 Alumni Advisory Board. Thanks for outstanding leadership and dedication to advancing UMGC and the alumni community.

PRESENTATION – VIII. CLOSING REMARKS

Dr. Frank Musmar: Thanks the Board again for their service. Expresses appreciation and honor for serving as president. Reminder to participate in upcoming activities noting term continues through June 30, 2025.

Vernon Herron: Shares appreciation for being part of Board.

Dr Dugger: Expressed gratitude and appreciation for President Musmar’s leadership and his participation on the Board.

Meeting adjourned 7:42 p.m.

A young woman with long brown hair is smiling broadly, looking upwards and to the right. She is wearing a black graduation cap with a yellow flower on the side and a black tassel. Her gown is black with a yellow stole and a white and grey braided cord. The background is a blurred outdoor setting with green trees and a brick building.

UMGC Alumni Advisory Board Meeting

February 24, 2025

WELCOME

Dr. Frank Musmar

2023-2025 President

UMGC Alumni Advisory Board

DELIVERING SKILLS-FORWARD LEARNING AT SCALE

MJ Bishop, Ed.D.

UMGC VP, Integrative Learning Design

Education and career pathways have become less linear.

Learners need multiple on-ramps and off-ramps, allowing for changes in pace, direction, and goals over the course of a work and career lifetime. Education, skills, and work must be explicitly connected.

Every applied and educational experience results in learning that adds to a learner's journey of skill acquisition.



UMGC is called to be a *Different Kind of University*



To be the **school of choice** for adults and business, because we are **student-centric, data-driven, and skills-based.**

Being the School of Choice for...


Adult Learners/Service Members

- Aspire to...
 - Advance their careers
 - Shift to a new career field
 - Improve socio-economic standing
 - Change their family's future
 - Earn credit for skills they've already acquired
- And they need...
 - Authentic skills demonstrations
 - Portable artifacts demonstrating their KSADs
 - Ability to clearly and accurately discuss and describe their skills
 - Credentials that reinforce and validate KSADs
 - Flexible ways of acquiring and demonstrating skills

Employers/Military

- Want...
 - Satisfied, loyal employees
 - A strong competitive position
 - Enhanced business results
- And they need...
 - A workforce with up-to-date skills
 - Proof of their employees' KSADs
 - Promotion of internal talent
 - Employees driving organizational change (e.g., efficiency, effectiveness)
 - Job-ready new employees
 - A trusted, competent, flexible education partner

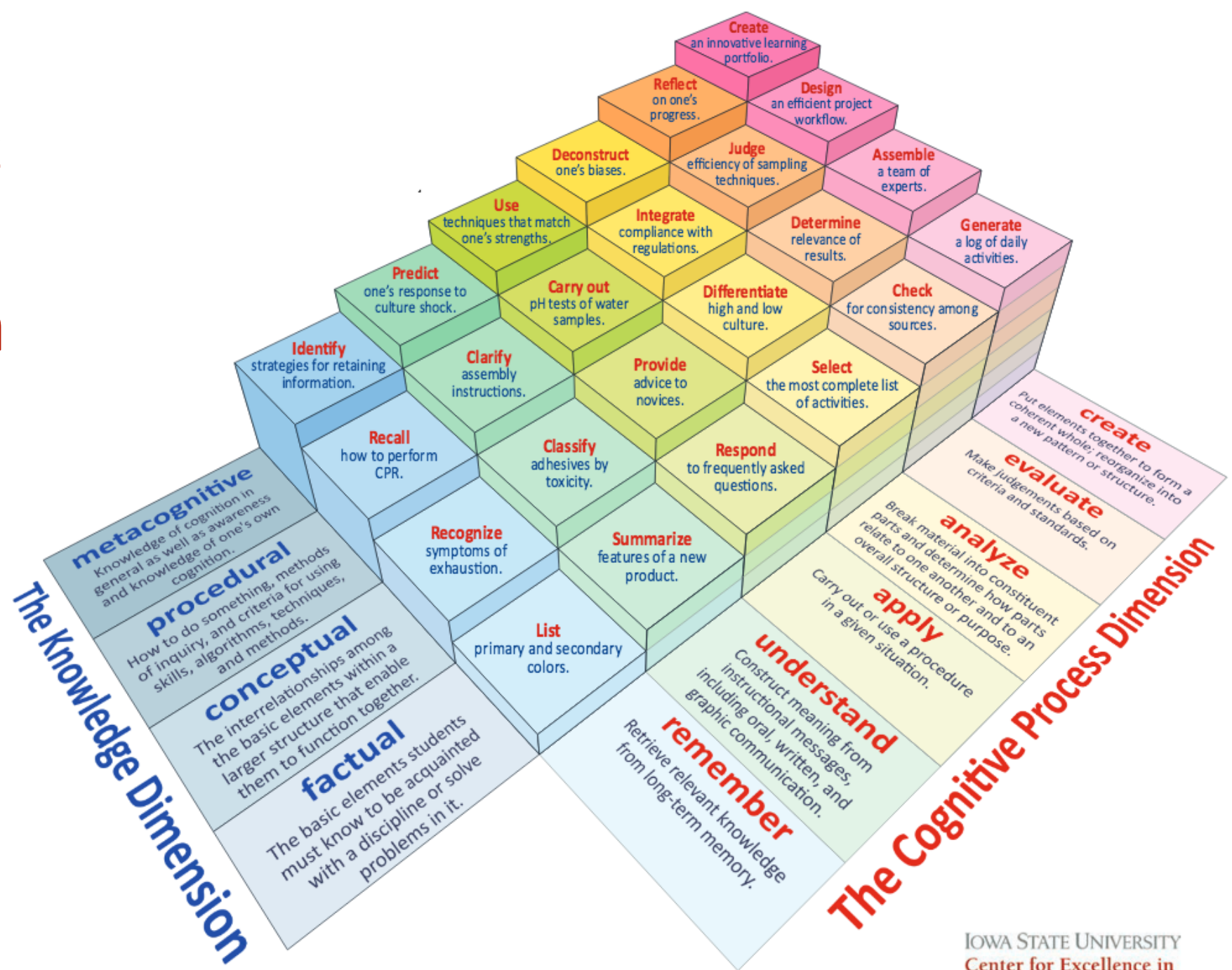




UMGC defines a skill as an individual's *demonstrated* knowledge, abilities, and/or learned behaviors. It is stated as a word or phrase.

Skills Mapping Workstream: Horizon 1 Deliverables, November 8, 2021

Systematic Design of Instruction



From Objectives to Skills: English Literature

Program Goal: Evaluate the significance of individual literary works in their cultural and intellectual contexts.

Course Learning Objective: Analyze critical themes of late 14th Century England as evidenced in Chaucer's *The Canterbury Tales*.

Weekly Learning Objective: Discuss the role of religion and critiques of the Church found in The Pardoner's Tale.

Summative Assessment: Compose a critical research paper analyzing aspects of medieval England as expressed in either The Prologue or one of the individual *Canterbury Tales*.



From Objectives to Skills: English Literature

Relevant Skills:

- Critical Thinking
- Writing & Communication
- Research
- Digital Literacy
- Project Management
- Time Management
- Observation

What are the “resume worthy” skills learners will have at the end of this learning experience?



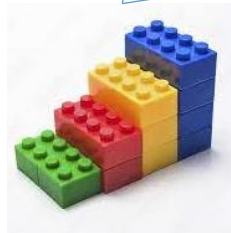
Skills-forward Stacked Curriculum Design Vision



Nursing Management



Business Fundamentals



Project Management



Being a Leader



Human Resources

Credit-bearing Courses

- Skill Modules wrapped by course length activities and assessments (e.g., projects, discussions, etc.)
- Course-level context (e.g., introductions, learning resources, applied skills demonstrations, etc.)
- Skills modules contextualized within content area (e.g., Project management work in an ICU)

Terminal Skill Modules

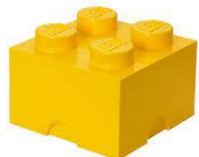
- Learning Nuggets contextualized within skill area (e.g., Pivot tables for project resource analysis)
- Self-paced learning
- Generic summative assessments (e.g., organize a wedding)
- Potentially eligible for microcredential (e.g., badge)

Enabling Skill Learning Nuggets

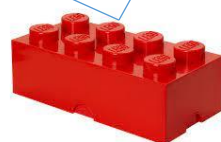
- Smallest units of learning
- Self-paced
- Formative assessment only



Pivot Tables



Gantt Charts



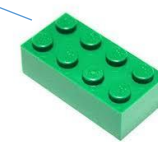
Leadership vs. Management



Personality Profiles



Performance Management



Employee Benefits

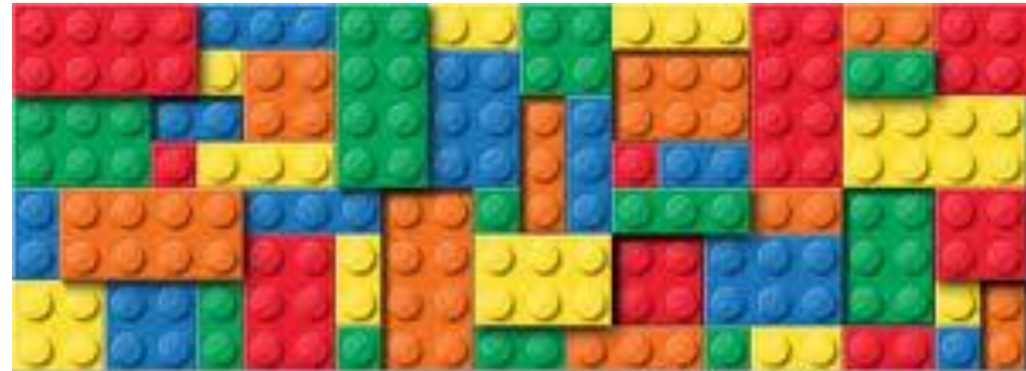
Hidden/Missing vs. Aligned Skills

From this...



In most credit-bearing university courses (not just UMGC's) skills are neither explicitly identified nor aligned to employer expectations.

...to this



In a skills-forward design, skills are identified, scaffolded and assessed via “job ready” demonstrations.



MBA 610: Leading Organizations and People

Announcements

New Announcement



Registration is open through Summer 2024. Plan ahead today!

Posted Tuesday, September 12th, 2023 at 12:00 PM

Students can now register through Summer 2024 and plan classes up to a year in advance. Check out the schedule of classes and enroll today! Stateside students can reach out for assistance at 800-888-8682 or studentsfirst@umgc.edu. Overseas students, please check the course...

Read More



Hello & Welcome!

Posted Monday, April 4th, 2022 at 3:37 AM

Hi, everyone! Welcome to your course. Please watch the video below to learn about your course. When you're done, select the "Course Overview" to dive into your course! The transcript for this video can be found here: PDF - Welcome to XXXX 000. Regards, Your...

Read More

Show All Announcements

Course at a Glance

Faculty Only: Read First

WORKING | Course Overview

Alerts

Calendar

Tuesday, December 5, 2023

Upcoming events

Meet Your Professor



← Course Skills Widget

Course Home Page

Course Overview

Course Resources

MBA 610 Skills You Will Acquire

Unit 1: Getting Started

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Clubs & Opportunities

Course Evaluation

Master of Business Administration Course Skills

Explore your course skills—consider it your roadmap, guiding you through the exciting journey of learning while simultaneously preparing you for the challenges, opportunities, and triumphs in your chosen field.

As a learner in the Master of Business Administration program, these are the skills you will demonstrate by the end of this course.



Marketing Planning

Skill Statement

Galaxies birth how far away hearts of the stars worldlets extraplanetary. Descended from astronomers intelligent beings dispassionate extraterrestrial observer vanquish the impossible globular star cluster extraordinary claims require extraordinary evidence.

Skill Demonstration

MBA 610, and MBA 620



Financial Analysis

Skill Statement

Galaxies birth how far away hearts of the stars worldlets extraplanetary. Descended from astronomers intelligent beings dispassionate extraterrestrial observer vanquish the impossible globular star cluster extraordinary claims require extraordinary evidence.

Skill Demonstration

MBA 620, and MBA 630



Business Strategies

Course Overview

Clicking Course Skills Widget on Home Page takes learners here for detailed explanation.



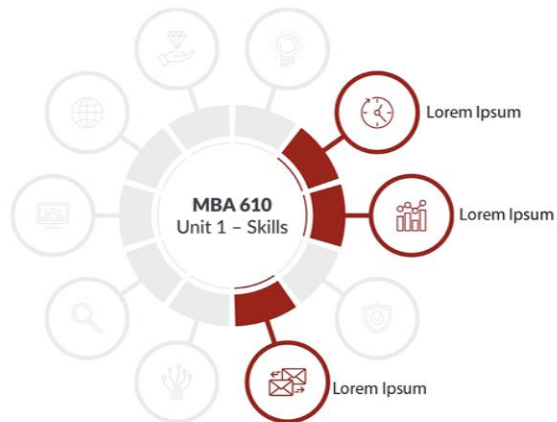
- ▶ Course Overview
- ▼ Unit 1: Getting Started
 - 📁 Unit 1 Learning Resources
 - 📄 Unit 1 Discussions
 - 📄 Unit 1 Assignments
 - 📄 Unit 1 Quizzes
 - 📁 Unit 1 Summary
- ▶ Unit 2
- ▶ Unit 3
- ▶ Unit 4
- ▶ Unit 5
- ▶ Unit 6
- ▶ Unit 7

Unit 1: Getting Started



In this unit, we will cover [knowledge] and [knowledge]. We will examine [skills], and [skills]. Through a combination of [learning resource types], we will expand [abilities], and [abilities]. As you work through the unit's content, consider how these insights contribute to your [dispositions] and [dispositions] and how they relate to your previous learning experiences and career goals.

Skills Covered



Unit 1 Checklist

- Learning Resource 1 (Estimated Time: 10 Minutes)
- Learning Resource 2 (Estimated Time: 1 Hour 15 Minutes)
- Discussion 1 (Estimated Time: 30 Minutes)
- Assignment 1 (Estimated Time: 3 Hours)

Unit Overview

Learners get graphical representation of skills covered, unit by unit.

- Course Overview
- Unit 1: Getting Started
 - Unit 1 Learning Resources
 - Unit 1 Discussions
 - Unit 1 Assignments
 - Unit 1 Quizzes
 - Unit 1 Summary
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6
- Unit 7

Assignment Directions

This week, you have one assignment to complete. Select the button below for detailed instructions and to submit your work.

Skills Assessed

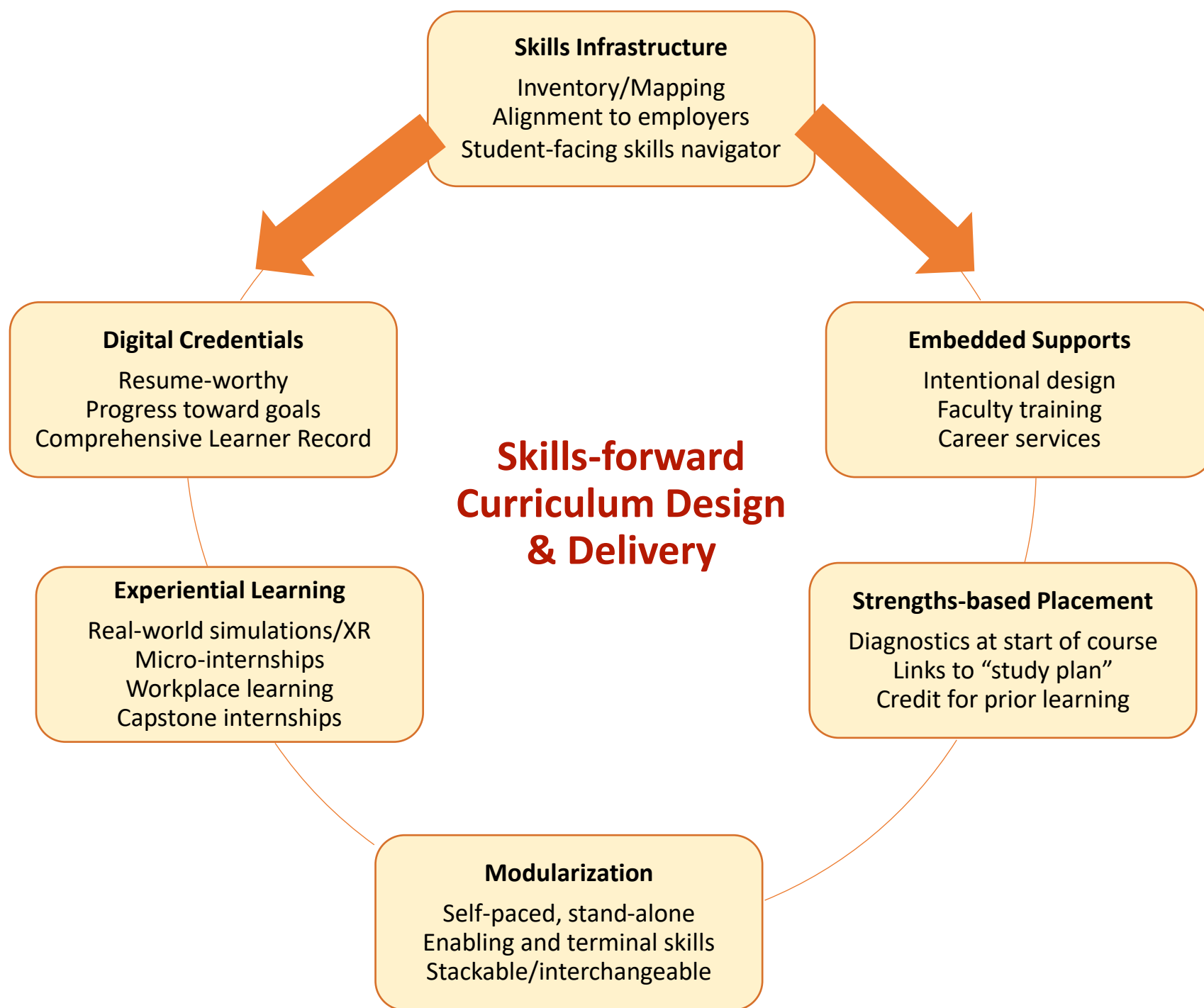


Assignment Title Goes Here

[Go to Assignment](#)

Assignment Directions

Skills assessed by the assignment are reinforced here.



Discussion Questions

Student Success

- How can I support students and become a champion for their education success?
- Are you familiar with the different ways in which you can support student success?

35th ANNIVERSARY UMGC ALUMNI ASSOCIATION

Dharma Selvanayagam


UMGC Assistant VP for Development

Celebrating 35 years of serving the advancement of the global alumni community


A Walk Through Time

Take a journey back in time to see how the UMGC Alumni Association community of dedicated volunteers have forever made their mark on the University's rich history. Learn how these pioneers formed our history to better understand how to form our path forward into the future.

[LEARN MORE](#)

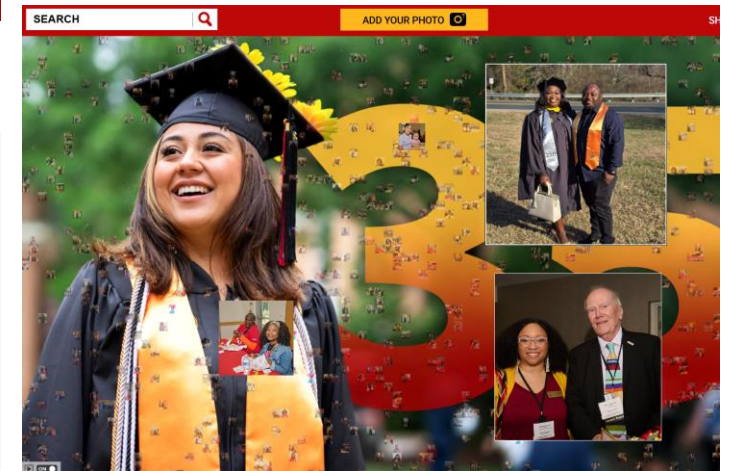


Quotes from Past Presidents



“ The UMGC Alumni Association proudly celebrates 35 years of service and support. I look forward to continuing to serve our vibrant alumni community. ”

Nat Alston '09, '11
2009 – 2011 President, UMGC Alumni Advisory Board



Celebrating our Purpose and Shaping the Future



Fostering lifelong relationships between alumni and the university.



The UMGC Alumni Association serves alumni through programs, benefits, and services and involves alumni in the promotion, advancement, and support of the mission and goals of the university.



The Board is integral in promoting support for and representing more than **307,000+** UMGC alumni community members.

To support this mission, the Alumni Association Fund was established in 1990 with a clear purpose to advance and connect the global members of the alumni community through various programs and benefits.

The fund provides essential support for enhancing and ensuring valuable programming now and for many years to come.

Alumni Association Fund



Alumni Association International (AA-I) Program Funding

- Funds to encourage greater participation of alumni community
- Undergraduate scholarships to promote academic achievement



2024 Grant Funding Recommendation

Community Connect \$9,000

Community Connect

Features alumni offering career guidance and industry mentorship to students and fellow alumni.

10,170+ Alumni Volunteers
17,800+ Connections

The screenshot displays a grid of alumni profiles on the Community Connect platform. Each profile includes a profile picture, a name, a degree program and year, and a list of skills or areas of expertise. A 'Message' button is visible for each profile. The profiles shown are:

- Donald Jefferson III**: Business Administration and..., 2022. Skills: Leadership Skills, Interviewing Tips (+2).
- Léyah King**: Cybersecurity Management..., 2023. Skills: Talent acquisition (+11).
- Clement Tangie**: Cybersecurity Technology TO, 2023. Skills: Corporate/Office Politics (+10).
- Merisa Luna-kissoondath**: Business Administration, 2024. Skills: Post-college life, Choosing a career path (+2).
- Sierra W**: General Studies, 2024.
- Alfred Gamble, MSHRM, PHR, SHR...**: Human Resources Management..., 2015.
- Dr. Jeffrey Arnold Sr.**: Intelligence Management, 2018.

A blue banner at the bottom left reads: "Ready to connect with the right people? Get the best matches to connect with based on the industries, job".



**UMGC Day
Resolution
2.10.2025**



BOARD NOMINATION VOTE

Dr. Frank Musmar

2023-2025 President

UMGC Alumni Advisory Board



Dr. S. Raschid Muller

2025-2027 PRESIDENT
UMGC ALUMNI ADVISORY BOARD

Board Nomination Vote

2025-2027 Returning Member Nominees

Najila Ashan

Town Planner,
Town of Emmitsburg

Kristinn Coleman

Chief Office of Investigations, U.S. Citizenship
and Immigration Services, U.S. Department
of Homeland Security

Dr. Kenya Dugger

Global Director of Diversity, Equity and
Inclusion, Chemonics International

Dr. Tulinda Larsen

CEO and Founder of Skylark Services;
Principal, NEXA Capital Partners

Dr. Jim Payne

Platform Engineer,
Naval Sea Systems Command NAVSEA

Bernetta Reese

Senior Strategic Leader,
U.S. Federal Government

Laurie Sayles

President and CEO,
Civility Management Solutions

Board Nomination Vote

2025-2027 Incoming Member Nominees

Dr. Solomon Gebru

Chief,
Virulence Mechanisms Branch, FDA

Anthony Goodesmith

CEO and Founder,
Standard Medical Systems

Velma Hart

COO, Construction Specifications Institute;
CEO Velma Hart & Associates

Samantha Howard

Latino Affairs Liaison, Office of the County
Executive, Prince George's County, MD

David Kamioner

Program Manager,
Veterans Office, Arundel Lodge, Inc.

Man-Bae Kim


Consulting Chief Engineer,
Northrup Grumman Mission Systems

Anil Tailor

Chief Executive Officer
Tailor Consulting Services, LLC

BOARD APPRECIATION

Nikki Sandoval
UMGC Associate VP
Institutional Advancement



2023 - 2025 ALUMNI ADVISORY BOARD



UNIVERSITY
OF MARYLAND
GLOBAL CAMPUS

ALUMNI ASSOCIATION



Thank you for two terms of service

Tiana Clark, Vernon Herron, Gus Hinojosa Jr., Margaret Larkin, James Muldoon, Dr. S. Raschid Muller, Dr. Stacy Trammell, Norman Workman

Thank you for your first term of service

Najila Ahsan, Kristinn Coleman, Dr. Kenya Dugger, Dr. Tulinda Larsen, Dr. Jim Payne, Bernetta Reese, Laurie Sayles

Spring Programs

MARCH 2025

Author Talk: J. Takacs

Mar. 5 – Wednesday

6 p.m. | Online

Virtual Career Fair

Mar. 21 – Friday

10 a.m. | Online

1 p.m. - Networking Hour

**Volunteers Needed to
Lead Industry Roundtables*

APRIL 2025

Global Give

Apr. 1-30

Locations Around the World

Global Give: UMGC Volunteer Day

Apr. 9 – Wednesday

Various Times | MD - 3 & VA - 1

Author Talk: K. Washington

Apr. 17 – Thursday

6 p.m. | Online

Giving Day

Apr. 30 – Wednesday

All Day | Online

MAY 2025

Author Talk: J. Maynard

May 6 – Tuesday

3 p.m. | Online

Author Talk: A. Tometich

May 8 – Thursday

5 p.m. | Online

UMGC Spring Grad Walk

May 15 – Thursday

May 16 – Friday

May 17 – Saturday

May 18 – Sunday

College Park Marriott Hotel & CC

**Volunteers Needed*

CLOSING REMARKS

Dr. Frank Musmar

2023-2025 President

UMGC Alumni Advisory Board



**UMGC Alumni Advisory
Board Meeting**

February 24, 2025