BOARD OF REGENTS
University of Maryland, Baltimore
SMC Campus Center
The Elm – Ballroom A

April 19, 2019

AGENDA FOR PUBLIC SESSION **9:00 A.M.**

Call to Order — Chair Gooden

Recognition of BOR Faculty Awards Recipients — Chair Gooden

1. Teaching: Dr. Randall E. Cone (SU)
2. Teaching: Dr. Sarah Leupen (UMBC)
3. Teaching: Dr. Mary McPherson (UMB)
4. Teaching: Dr. Adam Charles Puche (UMB)
5. Mentoring: Dr. Reid Compton (UMCP)
6. Mentoring: Dr. Chrys Egan (SU)
7. Mentoring: Dr. Bret Hassel (UMB)
8. Mentoring: Dr. Donna Lynn Parker (UMB)
9. Research/Scholarship/Creative Activities: Dr. Larry Davis (UMCP)
10. Research/Scholarship/Creative Activities: Dr. Salina Parveen (UMES)
11. Research/Scholarship/Creative Activities: Professor Vincent Thomas (TU)
12. Research/Scholarship/Creative Activities: Dr. Miao Yu (UMCP)
13. Public Service: Dr. Jandelyn Plane (UMCP)
14. Public Service: Professor Maureen Sweeney (UMB)
15. Public Service: Professor Frank van Vliet (UB)
16. Public Service: Dr. Eric Weintraub (UMB)

Welcome from the University of Maryland, Baltimore — President Perman

Educational Forum

1. USM Board Governance Assessment — Rick Legon, Association of Governing Boards
2. State Ethics Law (information) — Katherine Thompson, State Ethics Commission

Chancellor's Report — Chancellor Caret

1. Report of Councils
   a. Council of University System Presidents — Dr. Perman
   b. University System of Maryland Student Council — Mr. Prouty

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c. Council of University System Staff — Ms. Gray
d. Council of University System Faculty — Dr. Westerman

2. Consent Agenda — Chair Gooden

a. Committee of the Whole
   i. Approval of meeting minutes from February 22, 2019 Public and Closed Sessions (action)
   ii. Approval of meeting minutes from March 5, 2019 Special Board Meeting for Public and Closed Sessions (action)
   iii. Approval of meeting minutes from March 19, 2019 Special Board Meeting for Public and Closed Sessions (action)

b. Committee on Education Policy & Student Life
   i. Approval of meeting minutes from March 5, 2019 Public Session (action)
   ii. New Academic Program Proposals (action)
      1. University of Maryland, College Park: Master of Science in Applied Economics
      2. University of Maryland, College Park: Master of Science in Geospatial Information Sciences
      3. University of Maryland, College Park: Master of Science in Geospatial Intelligence
   iii. Proposals of New Academic Titles and Ranks (action)
      1. University of Maryland, Baltimore
      2. University of Maryland, Baltimore County
   iv. Proposed USM Student Council Constitutional Amendments (action)
   v. Update: Civic Education and Civic Engagement Efforts (information)
   vi. Update: USM P-20 Initiatives (information)

c. Committee on Finance
   i. Approval of meeting minutes from December 7, 2019 Public and Closed Sessions (action)
   ii. Approval of meeting minutes from March 27, 2019 Public and Closed Sessions (action)
   iii. University System of Maryland: Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes (action)
   iv. University of Maryland, Baltimore: Dental Student Clinics Management Contract (action)
   v. University of Maryland Eastern Shore: Dining Services Contract Renewal (action)
   vi. Frostburg State University: Dining Services Contract Renewal (action)
   vii. University of Maryland, College Park: Sale and Ground Lease of Land to Gilbane Development Company to Develop Graduate Student Housing, Townhomes, and Access Roadways (action)
   viii. University of Maryland, College Park: Increase in Project Budget Authorization for Improvements and Approval of MEDCO Financing at Calvert Road Child Care Facility (action)

ix. University of Maryland, College Park: Proposed Joint Development of City Hall Block (information)
x. University of Maryland, Baltimore: Replacement of Sanitary Drain Piping and Associated Systems on Two Floors in Bressler Research Building (action)

d. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from March 27, 2019 Public Session (action)

e. Committee on Audit
   i. Approval of meeting minutes from March 27, 2019 Public and Closed Sessions (action)
   ii. Policy Revision – VIII-7.20: Policy on External Audits (action)

f. Committee on Organization and Compensation
   i. Approval of meeting minutes from April 9, 2019 Public and Closed Sessions (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

   a. Committee of the Whole
      i. University System of Maryland: Fiscal Year 2020 Schedule of Tuition and Mandatory Fees (action)
      ii. Statements of Intent
         1. Policy on Grievances for Nonexempt and Exempt State Employees (action)
         2. Policy on Approval of Commission Costs (action)
      iii. Legislative Session Report (information)

   b. Committee on Finance
      i. USM Enrollment Projections: 2020-2029 (action)
      ii. University System of Maryland: Self-Support Charges and Fees for FY 2020 (action)

5. Reconvene to Closed Session (action) Chair Gooden

AGB CONSULTING

University System of Maryland
Governance Review

FINAL REPORT
Submitted: APRIL 18, 2019

PREPARED BY
Association of Governing Boards of Universities and Colleges
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Introduction

The Board of Regents requested that the Association of Governing Boards of Universities and Colleges (AGB) conduct a governance review of the University System of Maryland (USM) in the winter and spring of 2019. The specific charge was "to review the accountability, engagement, effectiveness, structure, and future of the Board of Regents of the University System of Maryland." This is the report to the USM Board of AGB's governance review.

The report is organized under the following headings: Review Origin and Process, What We Heard, and Recommendations. The recommendations address five major themes:

1. Reclaiming public confidence
2. Improving the board's structure and engagement
3. Adhering to the fundamentals of sound governance
4. Achieving the benefits of a unified system
5. Suggestions for policymakers

Review Origin and Process

As an immediate follow-up to last year's tragic loss of a University of Maryland, College Park, football player and the high-profile concerns registered among internal and external stakeholders of the thirty-year-old University System of Maryland, AGB was invited to examine the board governance of the system. While AGB's assignment was not to review the failures associated with governance in the immediate efforts to respond to the tragedy, our findings and recommendations could not avoid being affected somewhat by the overall impact of the tragedy on the reputation of both the board and the system. All with whom we met agreed that the impact on the reputation and governance of the system was profound. And, since "reputation" is a special commodity for all higher education institutions, the response of the board and system will be a significant factor in determining whether they can successfully regain the public's trust and meet the system's statewide mission.

Notwithstanding those important aspects of our assessment, what is clear is that the USM retains a strong and positive reputation among the majority of its stakeholders. However, that reputation has become more fragile as a result of contradictory and confusing regent actions following the tragic death of Jordan McNair. Consideration and implementation of the recommendations in this report should set governance and regent decision-making on a firm footing as the board exercises its governance authority and accountability over the system.

By any measure, the USM is one of the nation's premier higher education systems. Its twelve universities—including three historically black universities, a center for environmental science, and three regional centers—educate some 170,000 students. The USM offers traditional academic and medical education programs, conducts world-class research, and provides one of

the largest online education programs in the country. The system flagship itself educates about 39,000 students and is ranked highly among its peers. Other institutions in the system enjoy strong reputations among their peers as well. Overall, the system is credited with contributing mightily to the state's economic development goals.

There has been an effective, supportive, and collaborative relationship between the system, the state government, and the corporate community. Over the thirty-plus years of its existence, the system has been fortunate to have strong and effective administrative leadership and consistent gubernatorial and legislative support. In many respects, the relationship between the system and state leaders represents a model for others to emulate.

In the midst of this history of support for the system, there remain unresolved conflicts. The "Coalition Case" that has extended for over a decade has continued to be of concern to the system, its three historically black institutions (as well as Morgan State University), and to policy leaders. It is expected that some resolution of this case, which impacts academic programs and institutional resources, will be achieved toward the end of April 2019.

During our three-month investigation, our team conducted more than fifty interviews (see Appendix A). We met with all current members of the Board of Regents, a former board chair, immediate past chancellor Brit Kirwan, all the system campus presidents, five members of the state legislature, the state attorney general, as well as other institutional administrators, faculty leaders, and others. We met and spoke with Chancellor Robert Caret and Linda Gooden, the current chair of the Board of Regents, on several occasions. The team also observed the February 22, 2019 board meeting and conducted a thorough review of board bylaws, policies, meeting agendas and minutes, committee charters, and organizational charts. There were no limits placed on our outreach or the areas we explored.

Our interviews, observations, and document review all contributed to the content of this report. While the report is informed by the collective input we received, the recommendations are based on the team's independent judgement.

What We Heard

"Good governance depends on the quality of the board's relationships with others involved in the life of the institution."—*An Anatomy of Good Board Governance in Higher Education* (AGB, 2018)

In extensive governance reviews, it is quite common to benefit from multiple points of view about the work of the institutions for which the governing board is accountable. Determining who provides valuable insights based on objective observation and who is exaggerating their point of view for parochial interests, and to respectfully draw meaningful conclusions from all of this, is fundamental to a reliable governance review. It is important for the board and system to know what their stakeholders' current attitudes are, even if some might reflect confusion or

unwarranted dismay, so that the system and the board can determine how to best address them to rally stakeholder support for its future.

A summary of what the AGB consulting team heard and discerned during our many meetings underpins our specific areas of governance review and recommendations. The input we received tended to fall into three broad categories:

1. Reclaiming public confidence
2. Issues deserving full system and regent attention
3. Concerns about effective governance

We recognize there is overlap among these categories, but we emphasize that all the topics listed here represent significant matters for those we interviewed.

In the many similar reviews members of our team have undertaken, stakeholders frequently argue for a dramatic restructuring or even dismantling of the system. We picked up very little of that in this case; rather, we heard that, after thirty years, the USM "is a system that usually works well but does need to refocus on its central purposes and improvements in the governance performance of the Board of Regents."

1. Reclaiming Public Confidence

"Steps to regain the public's trust have been insufficient; we need ongoing outreach by the board to community groups—the board needs to engage with the public." —*University System of Maryland Interviewee*

In today's higher education environment, the relationship between our colleges and universities and the broader public is always fragile. Our interviews provided palpable testimony to the real and implicit damage done to the system's reputation and to relationships on the University of Maryland, College Park campus. We heard consistent support and urgings that the system and the board must consider an active strategy to reconnect to multiple communities across the state in order to rebuild trust and confidence. This might have been the most essential message we heard from many with whom we met.

The McNair tragedy, in addition to its own challenges, highlighted multiple and concerning failures in standard board governance practices. It is clear that the governance process failed when it most needed to succeed. Notwithstanding underlying public support for the Maryland system, the early responses to the McNair tragedy threaten the system's reputation for competent leadership.

The commitment to engage with a public relations firm that specializes in crisis management is an important initiative, but it does not replace the need to recognize that well-governed boards do not respond to tragedies as the regents did initially. The board's initial action to

demonstrate its accountability for the issue was sound and appropriate. The handling of personnel decisions reached, however, were unfortunately neither. Boards need to be structured in a manner that ensures its active leadership. Especially during crises, transparency, trust, and effective collaboration with the administration are essential. Effective governance is only as good as it performs on an institution's worst day. The system and board have work to do to demonstrate that it can get governance right, which has a direct bearing on its ongoing support.

Nevertheless, the system remains highly regarded. For example, throughout the interviews we heard a general sense that the board is focused on the needs of the state and that the educational product across the system is good, providing opportunities for Maryland citizens and helping the state's economy grow. Communications were said to work well across the system and this can be seen through the interactions of the councils of presidents, faculty, and staff. The chancellor makes an effort to keep stakeholders informed through a periodic memo from the board. The UMB and UMCP Empower Partnership (a result of legislative initiative) is working well and could be a model for other institutional partnerships within USM. Interviewees also mentioned that campus independence is protected, and individual presidents are effective leaders (although somewhat underutilized on system-wide discussions and issues with the board). There is a sense that the board is becoming more transparent and public confidence in the board is on the upswing.

In addition, much credit was given to the new board chair, whose handling of the crisis after she took office contributed significantly to initial reputational recovery. Many, including a number of legislators, are prepared to move forward, but as one regent accurately diagnosed, "we are not at the end of this crisis, we are still in it . . .; it will take work and commitment to restore trust in this board." Public confidence is a fragile commodity that must be cultivated and reclaimed.

2. Issues Deserving Full System and Regent Attention

The system and its regents face no shortage of practical and policy challenges that merit attention and action. The following items were frequently mentioned, often in some depth, by a significant number of interviewees.

Lack of "systemness." In some respects, the Maryland system operates more like a confederation of competitors than an interdependent network of allies. Because it is composed of a range of institutions with distinct missions—research-intensive institutions, regional comprehensives, historically black universities, and special centers—developing a sense of cohesiveness is challenging. However, we heard that the level of much-cherished autonomy at the campuses often leads to unnecessary competition and duplication. The challenges facing the system's historically black institutions remain sore points. We witnessed some fatalism regarding the timely resolution of the Coalition Case, although many noted that the development of needed academic programs is stymied by the continuing stalemate. We also

heard that while the regents are respectful of all the universities, they are most attentive to the two largest and have only a muted understanding of what would constitute a more integrated system.

Assertions of strong racial tension. A sense of race-based inequity remains a widespread concern. The aggravation associated with the unresolved Coalition Case illustrates the enduring nature of this conflict. Several interviewees emphasized the lack of diversity among faculty and perceived differential treatment of the system's three historically black universities, which experience low graduation rates and a significant affordability gap, a reality facing many public HBCUs nationally and not unique to those in the USM. Interviewees observed that the system has not paid adequate attention to the persistent educational and achievement gaps of Baltimore City, despite recent initiatives to address these serious and systemic issues. And, there seems to be broad awareness that racial tension is high on the College Park campus, although it seems to draw minimal attention among board members. There are numerous examples of systems and major institutions where under-addressed feelings of inequality and injustice boil over into crisis events.

Lack of a crisis leadership and risk assessment at the board level. The McNair tragedy clearly caught the regents unprepared and ill equipped to address the almost uncontrollable sense of outrage across the state. The board as a whole lacked well-planned protocols for dealing with this crisis and others, and seemed inappropriately willing to defer to the former board chair to lead the system through the issue. We used the term "crisis leadership," rather than the more familiar "crisis management," to underscore the importance of not simply coping with the immediate instance, but determining the underlying causes, addressing them with integrity, and restoring confidence in the system. In the course of our interviews, it became clear that the board also lacked a comprehensive risk assessment and mitigation process, one that might have a regular practice of anticipation and planning. Crises don't tend to announce their arrival; boards must be sure that they and the system are prepared to lead.

3. Concerns about Effective Governance

Undefined board-chancellor relationships. The chancellor enjoys the support and appreciation of the majority of his stakeholders, including members of the board. However, there is a widespread sense that his working relationship with the board needs improvement. We were told that his relationship with the former chair was best described as dysfunctional, and that some lingering, residual effects from that relationship have spilled over to relations with the current board. Some interviewees felt that the chancellor was marginalized during the tragedy and its aftermath. Relatively minor gaffs that were nonetheless highly publicized and merit board attention have not helped the chancellor's standing. The chancellor is a former Maryland university president, an experienced system head, and a proven leader. A highly functional working relationship between the chancellor and the board, and especially its chair, is essential to an effective university system. Such relationships are part of governance culture and take intentional work to assure.

Regent focus and politicization. Interviewees repeatedly commented on the tendency of regents to focus their attention on the University of Maryland, College Park, and to a somewhat lesser extent on the University of Maryland, Baltimore, to the relative exclusion of other regions and campuses. We heard little complaint of partisan politics playing out on the board, but we did regularly hear of concerns about a preoccupation with the research universities and with regional and institutional loyalties. However, there is widespread anxiety over proposals in the legislature to add additional legislative appointees to the board and over other legislative proposals that would limit board independence. "There is enough board politics—small p—now," we were told. "Adding legislative appointees would make it a truly partisan board, which would compromise its independence."

Diminished transparency at board meetings. With thirteen allowances to go into executive session, it is not surprising that there is concern over transparency in board deliberations and actions. As one person put it, "The meetings seem scripted." To be sure, there are many justifiable reasons to keep sensitive conversations limited to regents alone, as when those conversations are focused on personnel issues, contracts, labor negotiations, and other sensitive matters. Former board members, and some current ones as well, indicated a willingness to deliberate and vote in public in more instances and to record vote counts of actions taken in closed session. According to one person close to the system, "such actions would go a long way to demonstrate to USM stakeholders that the board and its leadership are listening to public concerns...It would help restore trust with the legislature as well."

Recommendations

"A good board . . . expects that board meetings will be focused on the issues of greatest consequence to the institution. Accordingly, led by the chair, the board takes an active role in determining what is included on its meeting agendas, collaborating with the administration rather than being led by it. The board, with the president, decides what to decide..." —*An Anatomy of Good Board Governance in Higher Education* (AGB, 2018)

The following recommendations are intended to address the Board of Regents' charge to the AGB consulting team and were shaped by what we heard in our fifty-plus interviews, by the team's experience in leading and reviewing other major university systems, and by standards of best practice in board governance. Our recommendations are organized under five primary themes, each of which include a number of suggested action items:

1. Reclaiming public confidence
2. Improving board structure and engagement
3. Adhering to the fundamentals of sound governance
4. Achieving the benefits of a unified system
5. Suggestions for policymakers

1. Reclaiming Public Confidence

Restoring public confidence in the leadership and accountability provided by the Board of Regents is not optional and must be an urgent priority. The current chair's public comments have begun the restoration process by expressing sincere regret over missteps and a commitment to restoring public trust. Additional actions to be considered should include a board "listening tour" across the state, structured conversations with specific stakeholder groups, greater transparency at board and committee meetings (see the transparency recommendation below), and more consistent board outreach to, and communication with, campuses and policymakers.

Achieve greater equity and diversity. As stated in the system's new 2020 strategic goals, ensuring inclusivity "regardless of ability, background, gender, gender identity, race or ethnicity, creed, perspective or national origin" is a major priority. This laudable aspiration will require commitment from the board and system leadership in light of longstanding divisions, a history of exclusion within the higher education system, recognized racial tensions on the flagship campus, and lack of resolution of the Coalition Case. A regents' Working Group on equity and diversity with a genuine commitment to positive change could be an effective start (and a regent's learning opportunity) in addressing racial tension within the system.

Recognize athletics as a full board responsibility. The Jordan McNair case is a tragic example of the reality that Division I athletics programs are especially prone to abuse and uncertainty as to board accountability. The current scandal over the role of athletics in a fraudulent admissions scheme at other institutions illustrates the dangers inherent in sports programs at prestigious institutions, although Maryland is not implicated in that scandal. The regents' Working Group on athletics within the board should develop policies to enable the board to better define its accountability and role in the oversight of athletics. This group is urged, however, to recognize that isolating athletics issues within one committee minimizes the accountability of the full board; trends across most boards clearly indicate a move away from the formation and reliance on athletics committees. The Working Group could also address the appearance that "fandom" competes with the board's fiduciary oversight of the entire system if board members provide substantial support to a major sport at a single institution.

Further, we commend three principles as a framework for sound governance practice in this area. First, while delegating day-to-day administrative responsibility, the board is ultimately accountable for athletics policy in keeping with its fiduciary responsibilities. Second, the board must accept accountability for upholding the integrity of the athletics programs and integrity, its finances, its mission and ensuring that it advances the educational mission. Third, the board must develop systematic approaches for upholding its responsibilities regarding athletics and apply themselves diligently to that work, while recognizing those specific responsibilities to be delegated to campus presidents.

2. Improving Board Structure and Engagement

Become adept at crisis leadership. A system as large and complex as Maryland's will periodically experience problems that reach crisis proportions. The board should adopt a systematic approach to anticipating, managing, and leading through the inevitable crises that takes into account the public nature of the system's work. External counsel will be helpful, but there is no substitute for board and system accountability of these major challenges. Developing in advance appropriate roles for the chair, the entire board, the chancellor, and campus leaders—depending on the location and nature of the incident—will help ensure a mature and thoughtful response to crises.

CRISIS LEADERSHIP PLAN

Components of a Crisis Leadership Plan should include:

- Protocols for internal communications among leaders;
- Definition of appropriate roles for the chancellor, presidents, and board leaders (depending on the nature of the crisis);
- Internal and external communications strategies and identification of spokespersons; and
- Overriding attention to the long-term best interests of students, the educational program, and public confidence in Maryland's university system.

Assess risk systematically. It is highly unusual for an organization like the university system not to have a formal risk assessment and mitigation program. Several universities reportedly have well-developed risk management plans that are regularly reviewed and updated. The board would do well to develop a similar program because many of the risks it faces involve the system as a whole as well as individual campuses—and will likely redound to board effectiveness; board leadership requires its active engagement in this area. We recognize the existence of a risk task force, which we applaud. We recommend the establishment of a permanent Working Group within the board's structure that focuses on systemwide and, as appropriate, campus risks. The Working Group, staffed appropriately, should concentrate its efforts on those risks that are identified by a formal risk register or that otherwise merit board input. A formal risk assessment process that falls within the purview of the board (and is not merged with the important work of the current Audit Committee) will elevate risk to the appropriate level and send a signal to multiple stakeholders that the board recognizes the value of such system leadership and accountability. A focused and consistent risk assessment process should evolve from the chancellor's office, engage campuses, and limit risks that receive board attention to those that are most current, and fundamental to system interests. A formal risk process will undoubtedly facilitate more effective board curiosity on issues that matter most.

Focus on fundamental board responsibilities. As one of our interviewees emphasized, the board needs to "take a laser-like focus on its role" vis-à-vis the system as a whole, the chancellor's office, the universities and their leaders, and the public expectations of the citizens of Maryland. A retreat to review and discuss the core principles of board governance, plus time for public discussion of those responsibilities and other more strategic issues at each meeting, would help ensure regent attentiveness to the board's fundamental fiduciary obligations.

Clarify the work of committees. A thorough review of charges, actual practices, agenda setting, and communication to the full board would bring greater clarity to committee work. Committee agendas, we were pleased to learn, benefit from unfettered communications between committee chairs and key staff. However, we also heard that committee meetings tend to be dominated by staff reports, which runs the risk that the board will operate primarily in "audience mode" and be overly dependent on staff, rather than accepting responsibility to "run" its committee and board meetings.

As requested, the team reviewed the Board of Regents' bylaws. We noted nothing exceptional or that needed immediate attention. However, best practice urges boards to regularly review its bylaws to ensure that expectations and structures remain consistent with current system priorities. Of particular note, we urge attention be paid to the Organization and Compensation Committee, a committee with a particularly broad authority that can be unclear, and which creates some imbalances within the whole board.

Establish a governance committee. At present, no committee appears to be charged with ensuring sound governance practices. A governance committee, or the assignment of the following responsibilities to an existing committee, would bring the regents in line with best governance practice. Governance committees that meet regularly bear appropriate responsibility for board structure and regent performance and ethics. For example, the current scandal over the performance of some board members of the University of Maryland Medical System, an organization that is separate from the Board of Regents but includes four regents on its board, clearly calls for a rigorous examination of conflict of interest policies and practices. The practice of regents serving on other boards, whether legally affiliated with the system or not, merits special attention from a governance committee. Such a committee would also address board orientation and development, board and board member assessments, the professional development of board staff, and such issues as the boundaries between policy setting and the administration. The chair of a governance committee should be among the most highly respected members of the Board of Regents.

COMPREHENSIVE CHECKLIST FOR GOVERNANCE COMMITTEE OVERSIGHT

The following checklist illustrates the three primary areas of governance committee responsibility and oversight.

GENERAL GOVERNANCE FUNCTIONS:

- Establish expectations for individual board members.
- Evaluate performance (conduct committee and board assessments, and oversee self-assessments by members).
- Oversee conflict-of-interest policies and procedures.
- Review board documents periodically (bylaws, expectations and responsibilities, composition matrices, assessment processes, committee charters).
- Keep apprised (by legal counsel) of relevant federal and state laws and ensure they are followed (e.g., Freedom of Information Act laws, open meetings, and open-records laws).
- Ensure committee alignment and integration.
- Monitor state and national trends relating to higher education governance.
- Identify best practices in governance.

FUNCTIONS RELATED TO BOARD MEMBERS:

- Create a board profile and matrix.
- If permitted, identify and vet prospective members.
- If appropriate, recommend reappointment of board members.
- Create slate of board officers.
- Plan and oversee orientation for new board members.
- Ensure mentoring of new board members.

BOARD DEVELOPMENT AND EDUCATION FUNCTIONS:

- Ensure ongoing board education and development.
- Honor and recognize retiring board members.

Source: Carol Cartwright, The Governance Committee—Public Institutions *(Washington, DC: AGB Press, 2019), 6–7.*

Seek robust discussion at board meetings. Consequential boards add value on a consistent basis and regularly assess their performance against that standard. When one board member, a small group, or even the chair dominates discussions and decision-making, poor governance and bad decisions can be the result. Full board discussion of all-important issues—whether crises, serious problems, or long-term strategic matters—leads to wiser choices and a greater degree of support within the board. A culture that displays candor in the sunshine sends a message to stakeholders that the board is addressing the most important issues facing the system and the state. A board that focuses on politeness in public might be viewed as scripted and informed solely by staff reports. Excessive use of closed sessions and the tendency to avoid blunt conversation when required too often implies that the most pressing issues fail to receive

the attention they deserve. Education on how to engage in serious conversation about difficult issues in public would make board meetings more relevant to the system's many publics.

3. Adhering to the Fundamentals of Sound Governance

Refresh the strategic plan. The system's current strategic plan covers the important topics, but it would be strengthened by fresh board and system discussions of the current governance challenges as well as the emerging disruptions and potential challenges in the higher education environment. Among the most disruptive factors facing systems across the country are funding uncertainties, changing demographics affecting enrollment and revenue, partisan and ideological conflicts erupting on campuses and in board rooms, competition from nonacademic organizations, the potential and threats from information systems and technology, and shifting student attitudes. These issues, strategic plans and directions, and the potential of "systemness" to bring more value to the table are all appropriate topics for a board retreat. In addition, the current strategic plans should intentionally be inclusive of effective institutional governance—board governance and shared governance. Such additions will strengthen the plan and demonstrate to external audiences and faculty that these important areas are recognized as being among system priorities.

Create a more effective board orientation and development program. The orientation provided to new board members appears to be inadequate, and there is scant evidence of an ongoing board development program. The board would do well to review the many effective models of trustee onboarding and development, and to adapt them to the needs of this complex system. A governance committee, as recommended in this report, might well consider this its first assignment.

Achieve greater transparency. Effective governance of public universities and systems requires the right balance between those discussions that are held in closed or executive sessions and those that are open to the public. With thirteen "allowances," this board errs on the side of actual and perceived secrecy. Highly recommended changes are to adjust the criteria for closed sessions, to make clear why the board is going into a closed session and report out the results afterwards, to reduce the number and frequency of closed sessions, and to engage in more robust and strategic conversations in open sessions. Open meetings contribute to the board's ability to demonstrate its own awareness of its fiduciary responsibility of serving the public interest.

Better define the role of the board chair. All members of a governing body bear the same degree of authority and responsibility. Consideration should be given to setting minimum and maximum terms of service for the board chair; surely a one-term or one-year standard limits the chair's capacity to assert positive leadership, albeit board members often are otherwise employed beyond their service on the Board of Regents. Board chairs should be cultivated and considered based on a board succession strategy with the governance committee assuming the primary role of recommending the slate of officers to the full board. While the board chair will

be expected to speak for the board and be the primary conduit between the board and chancellor, he or she does not bear any individual authority that is presumed to be greater than that of any other member of the board. One special responsibility for the board chair might be to accept an invitation to participate, on occasion, in the monthly gathering of the Council of Presidents.

Develop an effective chair-chancellor relationship. Effective system leadership requires the executive and the chair to share goals and expectations, while respecting their differing spheres of responsibility. This relationship begins with the chancellor's job description. Likewise, the chair should clearly understand the responsibility of the chairperson position. Article III Section 1 of the bylaws of the Board of Regents states:

> The Chairperson is authorized to represent the Board before all public bodies, to preside at the meetings of the Board, to sign on behalf of the Board papers authorized by the Board as required by law, and to perform such other duties as the Board may from time to time assign.

The board should conduct annual and three-to-five-year comprehensive evaluations—benefitting from the input of all regents—and, most importantly, regular conversations concerning the issues of the day and progress against the goals of these two leaders. Annual evaluations vis-à-vis goals that take into account unexpected developments, both positive and negative, coupled with three-to-five-year comprehensive or 360 evaluations are the standard. While the chair or a select group of regents may conduct the evaluation, the entire board should be engaged in discussion of the criteria, performance, and outcomes. The standard best practice holds that the executive's compensation be fully disclosed to, and discussed by, the entire board. Effective board chairs must have the ability to be candid with the chancellor while also serving as a trusted advisor and port in the storm for the chancellor in order to establish the essential level of trust that is mandatory in this important relationship.

4. Achieving the Benefits of a Unified System

Leverage the strengths of the system. Many public university systems are currently reexamining their purposes and functions with an eye to becoming more than sum of their constituent parts. In fact, we have witnessed some state systems breaking up due to political, financial, and practical reasons. Such a breaking up of the Maryland system seems neither necessary nor desirable. Under the heading of "systemness" (a term coined by Nancy Zimpher, former chancellor of the State University of New York system), these reviews seek to define the value added by the system itself. Examples of this additional value include fostering greater collaboration among institutions, merging programs and units where the result is a stronger institution, centralizing certain "back room" operations in the interests of cost savings and effectiveness, and developing sophisticated information systems in one location to enable all institutions to benefit from advances in technology. In launching E & E 2.0 and creating the regional education centers, the USM illustrates the kind of unique benefits a system can deliver.

However, a regent-level study of what other major systems are achieving by rethinking the scope of their work would likely identify additional ways the Maryland system could serve its universities. And it could be seen by stakeholders as an appropriate approach to strengthening the system—perhaps as part of the next planning process.

Be more attentive to individual universities. Many interviewees observed that the board seems preoccupied with the University of Maryland and the University of Maryland, Baltimore, to the exclusion of the smaller and regionally focused institutions. To be sure, the sessions held annually between the board and individual campus presidents is a positive practice. However, more frequent visits to campuses by individual board members, and perhaps assigning different regents each year to become expert on the mission and programs of a particular institution and contribute to the annual evaluation of the president of their assigned institution, would underpin the board's attentiveness to all the universities in the system and is worthy of consideration.

5. Suggestions for Policymakers

Depoliticize the regent selection process. The legislature should consider deferring any legislation related to increased political appointments to the board pending a review of regent action on the recommendations presented in this report. We heard from several interviewees that the board is highly sensitive politically as it is, though not highly partisan at present. Changing the appointment system would very likely lend a partisan element to the board culture.

Currently, all board members are appointed by the governor (with the exception of the secretary of agriculture and the student regent). Legislation is now wending its way through the legislature that would add regents who are appointed by political leadership and hold positions in the governor's cabinet. In the context of these proposals, we suggest that Maryland policymakers consider an independent selection panel for regent candidates, similar to the selection process in other states.

Selection criteria for individuals being considered for appointment to the board might include evidence of awareness and commitment to the USM, independence from political influence or any one specific priority, recognition of specific responsibilities for serving on a higher education Board of Regents, and an understanding of the difference between appropriate engagement and accountability, on the one hand, and administration, on the other. Appendix C offers a more comprehensive list of possible selection criteria.

Conclusion

The University System of Maryland is one of the state's most important assets. It has a significant presence in every region of the state. Its thousands of graduates go on to serve Maryland and the nation. Through teaching, research, and service, its universities help

transform lives and open a brighter future for the state and its people. And, the USM helps drive the economy of the state. The regents who govern this system are qualified and dedicated. Administrative leaders, starting with the chancellor, are experienced and committed to the success of students. The governance structure of the system itself—which consists of a gubernatorially appointed board, a system CEO, and university presidents—conforms to the classic model that has stood the test of time for balance and effectiveness.

Some of the findings and recommendations in this report may appear highly critical. We call out missteps and poor practices that demand attention. However, we submit this report with the confidence that the basics of the system are sound and that the courageous and capable individuals leading it will step up to address wrongs and will reconfirm Maryland's faith in the value of its system and its universities. Getting governance right is neither easy nor a task to be addressed only occasionally; it requires consistent attention—and that might be our most significant recommendation.

As a final note, we offer for regent consideration the following excerpt from *Consequential Board Governance in Public Higher Education Systems* (AGB, 2016):

> To be more successful and viable for the foreseeable future, a growing number of scholars and practitioners, as well as the AGB Task Force, see the necessity for significant change in the focus and direction of systems—a belief that systems must evolve and adapt to new realities and new demands. The consensus is that many public multi-campus systems must be more effective than they currently are to meet the challenges and demands of today and the future. In order to do so, multi-campus systems must be unified, cohesive, integrated, intentional, modern, and entrepreneurial. To lead necessary change, many system governing boards must exhibit new behaviors and skill sets, perform at higher levels, and be more engaged on a wide array of issues. Many system governing boards need greater authority—or to use the authority that they currently possess—to craft the necessary policies, allocate scarce resources, provide incentives, ensure accountability, and reward behaviors that are essential if colleges and universities are to better serve their states, communities, and the nation.

Appendix A: Interviews

Legislature

- Senator Mike Miller, President of the Maryland Senate
- Delegate Mike Busch, Speaker of the Maryland House of Delegates
- Senator Paul Pinsky, Chair, Education, Health and Environmental Affairs Committee; Member of the Commission on Innovation and Excellence in Education
- Senator Bill Ferguson, Chair, Education, Business, and Administration Subcommittee; Vice Chair, Budget and Taxation Committee
- Senator Jim Rosapepe, Member of the Budget and Taxation Committee;

State Government

- Matt Clark, Chief of Staff to the Governor
- Jim Fielder, Secretary of the Maryland Higher Education Commission; Member of P-20 Leadership Council
- Brian Frosh, Attorney General
- Katherine Bainbridge, Assistant Attorney General
- Bernard Sadusky, Maryland Association of Community Colleges Executive Director

University System of Maryland Board of Regents Current Members

- Linda Gooden, Chair
- Barry Gossett, Vice-Chair
- Gary Attman, Treasurer
- Michelle Gourdine, Secretary
- Robert Rauch, Assistant Secretary
- Joe Bartenfelder, ex officio
- Katrina Dennis
- Ellen Fish
- James Holzapfel
- D'Ana Johnson
- Robert Neall
- Robert Pevenstein
- Louis Pope
- Robert Wallace
- William Wood
- Langston Frazier, Student Regent

University System of Maryland Presidents

- Heidi Anderson, University of Maryland Eastern Shore (UMES)
- Aminta Breaux, Bowie State University (BSU)

- Peter Goodwin, University of Maryland Center for Environmental Studies (UMCES)
- Freeman Hrabowski, University of Maryland Baltimore County (UMBC)
- Wallace Loh, University of Maryland, College Park (UMCP)
- Javier Miyares, University of Maryland University College (UMUC)
- Ron Nowaczyk, Frostburg State University (FSU)
- Jay Perman, University of Maryland at Baltimore (UMB)
- Kim Schatzel, Towson University (TU)
- Kurt Schmoke, University of Baltimore (UB)
- Maria Thompson, Coppin State University (CSU)
- Chuck Wight, Salisbury University (SU)

USM Office Staff

- Jo Boughman, Senior Vice Chancellor for Academic and Student Affairs, University System of Maryland

Board and System Stakeholders

- Jim Shea, Former USM BOR Chair (2012-2016)
- John Cavanaugh, Former Middle States Commissioner
- Brit Kirwan, Chancellor Emeritus of the USM
- Rick Berndt, Senior Partner at Gallagher, Evelius & Jones Law Firm

University System of Maryland Provosts

- Bruce Jarrell, Executive Vice President, Provost, and Dean of the Graduate School, University of Maryland, Baltimore
- Karen Olmstead, Provost, Salisbury University

Vice Presidents for Student Affairs

- Deb Moriarty, Vice President of Student Affairs, Towson University
- Artie Lee Travis, Vice President of Student Affairs, Bowie State University
- Jo Boughman, Senior Vice Chancellor for Academic and Student Affairs, University System of Maryland

Campus Vice Presidents for Finance and Administration

- Carlo Colella, Vice President for Finance and Administration, Chief Business Officer, University of Maryland, College Park

USM Advisory Council Chairs

- Trish Westerman, Chair, Council of University System Faculty
- Lisa Gray, Chair, Council of University System of Maryland Staff

Economic Development

- Michael Cryor, President, The Cryor Group; Chair of Board of Visitors of the University of Maryland at Baltimore School of Medicine
- Don Fry, CEO, Greater Baltimore Committee

University System of Maryland Foundation Board Members

- Bonnie Stein, Board Chair
- Eric McLauchlin, Chair, Advocacy Committee
- Joe Bowen
- William Couper
- Dennis Wraase, Immediate Past Chair

Appendix B: Additional Resources

An Anatomy of Good Board Governance in Higher Education **(AGB, 2019):** https://agb.org/product/an-anatomy-of-good-board-governance-in-higher-education/

Higher Education Governing Boards: An Introductory Guide for Members of College, University, and System Boards **(AGB, 2019):** https://agb.org/product/higher-education-governing-boards-an-introductory-guide-for-members-of-college-university-and-system-boards/

The Governance Committee (Public Institutions) **(AGB, 2019):** https://agb.org/product/the-governance-committee/

AGB Board of Directors' Statement on Governing Boards' Responsibilities for Intercollegiate Athletics **(AGB, 2018):** https://agb.org/reports-and-statements/agb-board-of-directors-statement-on-governing-boards-responsibilities-for-intercollegiate-athletics/

AGB Board of Directors' Statement on Governing Board Accountability for Campus Climate, Inclusion, and Civility **(AGB, 2016):** https://agb.org/reports-and-statements/agb-board-of-directors-statement-on-governing-board-accountability-for-campus-climate-inclusion-and-civility/

Consequential Board Governance in Public Higher Education Systems **(AGB, 2016):** https://agb.org/reports-and-statements/consequential-board-governance-in-public-higher-education-systems/

AGB Board of Directors' Statement on the Fiduciary Duties of Governing Board Members **(AGB, 2015):** https://agb.org/reports-and-statements/agb-board-of-directors-statement-on-the-fiduciary-duties-of-governing-board-members/

Consequential Boards: Adding Value Where It Matters Most **(AGB, 2014):** https://agb.org/reports-and-statements/consequential-boards-adding-value-where-it-matters-most-2/

Risk Management: An Accountability Guide for University and College Boards **(AGB, 2013):** https://agb.org/product/risk-management-an-accountability-guide-for-university-and-college-boards/

AGB Statement on External Influences on Universities and Colleges **(AGB, 2012):** https://agb.org/reports-and-statements/agb-statement-on-external-influences-on-universities-and-colleges/

AGB Board of Directors' Statement on Conflict of Interest with Guidelines on Compelling Benefit **(AGB, 2009):** https://agb.org/reports-and-statements/agb-board-of-directors-statement-on-conflict-of-interest-with-guidelines-on-compelling-benefit/

Appendix C: Criteria for Regent Selection

Responsibilities of Individual Board Members

1. To seek to be fully informed about the college or university or university system
2. To support the mission of the institution or university system
3. To speak one's mind at board meetings but to support policies and programs once established.
4. To recognize the difference between governing and managing
5. To strengthen and sustain the chief executive while being an active, energetic, and probing board member exercising critical judgment on policy matters
6. To communicate promptly to the chief executive and board chair any significant concern or complaint
7. To defend the autonomy and the independence of the university or university system
8. To maintain an overriding loyalty to the entire university or university system rather than to any individual part of it or constituency within it
9. To represent all the people of the state and no particular interest, community, constituency
10. To help enhance the public image of the university or the university system and the board
11. To recognize that authority resides only with the board as a whole and not in its individual members
12. To recognize that the president or chancellor is the primary spokesperson for the university or the university system and that the chairman of the board is the only other person authorized to speak for the board
13. To foster openness and trust among the board, the administration, the faculty, the students, state government, and the public
14. To maintain a courteous respect for the opinions of one's colleagues and a proper restraint in criticism of colleges and officers
15. To recognize that no board member shall make any request or demand for actions that violates the written policies, rules, and regulations of the board or of the university
16. To maintain the highest ethical standards and never to allow any personal conflict of interest to exist
17. To support positive change within the institution or system while cognizant that preserving tradition, culture, and long-term stability is critically important
18. To understand the responsibilities of the institution or system for addressing the public interest and public good, and how and where it fits into the overall state higher-education policy agenda

Qualifications Sought in Individual Board Members

Personal

- Integrity, with a code of personal honor and ethics above reproach
- Wisdom and breadth of vision
- Independence
- An inquiring mind and an ability to speak it articulately and succinctly
- Ability to challenge, support, and motivate the university or system administration
- An orientation to the future with an appreciation of the university's heritage (or the heritage of each university or college in the system)
- The capability and willingness to function as a member of a diverse group in an atmosphere of collegiality and selflessness
- An appreciation of the public nature of the position and the institution, including the open process of decision-making and service

Professional/experiential

- Valid knowledge and experience that can bear on university challenges, opportunities, and deliberations
- A record of accomplishment in one's own life
- An understanding of the board's role of governance and a proven record of contribution with the governing body of one or more appropriate organizations

Commitment

- Commitment to education
- Enthusiastic understanding and acceptance of the university's mission or the mission of all system institutions
- An understanding of the role of their institution or university system within the broader higher-education system of the state
- A willingness to commit the time and energy necessary to fulfill the responsibilities of a board member
- Willingness to forego, while a board member, any partisan political activity that could be disruptive or harmful to the university or university system
- The capability to foresee six to eight years of constructive and productive service.
- Overriding loyalty to the institution (or university system) and to the public interest rather than to any region or constituent group

Appendix D: Team Member Bio-Sketches

Richard Legon
President, AGB

Richard Legon became AGB's fourth president in 2006 following his several assignments with the association. Prior to joining AGB, Rick served in local and national government, as well as in national association positions. He also served as the first fundraiser for a small college in Chicago.

During his presidency, AGB has enhanced its leadership role in recognition of the heightened focus on board and institutional governance. Rick has led the association in high profile initiatives in recent years, mostly focused on policy issues challenging higher education's unique form of governance, as well as urging a new level of board and presidential collaboration.

The association's release of the report of its National Commission on The Future of Higher Education Governance calls upon boards to engage in "consequential governance" following the commission's seven specific recommendations. The report is a call to action for boards and institution leadership to strengthen higher education during a time of change. AGB is committed to advancing the recommendations of that report.

Rick also led the association's successful three-year effort to persuade the Securities and Exchange Commission to provide board members with an exclusion to its proposed changes in the definition of a "municipal advisor" as part of the Dodd-Frank legislation to address Wall Street reforms. AGB's leadership in this effort helped to save the structure of higher education board governance and retain its independence.

Under Rick's leadership, AGB has taken the lead on such issues as intercollegiate athletics, education quality and outcomes, conflict of interest, external influences impacting higher education independence, risk assessment, state threats to institution independence, and others. In 2010, he led the launch of AGB Search, which quickly became a leader in new approaches to selecting and developing higher education leadership. In 2015, along with AGB's Board of Directors, he introduced the association's newest enterprise, AGB Institutional Strategies, an AGB auxiliary that focuses exclusively on the business and operational challenges facing universities and colleges.

Rick has written extensively about board governance—in AGB's Trusteeship magazine and other AGB publications, and in other association magazines. He is also the author of AGB's Margin of Excellence, a work that addresses the governance of institutionally related foundations.

He has led hundreds of board retreats and workshops and is a regularly sought-after voice on higher education leadership issues.

Rick, who holds undergraduate and graduate degrees from George Washington University as well as an honorary Doctorate from the University of Charleston (West Virginia.), currently serves on the Board of Trustees of Spelman College. He formerly served on the Board of Visitors of Virginia State University.

Terrence MacTaggart
Former Chancellor, Minnesota State University System and University of Maine System

Dr. Terrence "Terry" MacTaggart is an experienced leader and scholar in higher education. His consulting and research work focuses on higher education leadership and policy, strategic planning, board development, issues of shared governance, and leadership evaluation. He has held the chancellor's position at the Minnesota State University System and on two occasions at the University of Maine System. He has also served as a faculty member and administrator at several public and independent colleges and universities where he has led or participated in multiple institutional turnarounds.

He has served as a consultant and/or facilitator of board retreats for numerous colleges, universities, and systems. His clients include major public research universities, urban and metropolitan universities, distinguished independent institutions, regional comprehensives, international colleges and universities, minority-serving institutions, nontraditional colleges, community colleges, and proprietary schools.

Dr. MacTaggart has served as Chair of the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) and has led multiple visiting teams for several regional accrediting associations. He has served as a Fulbright Scholar to Thailand and to Vietnam as an expert on accreditation and quality assurance.

His research and publications focus on governance, improving relations between institutions and the public, and restoring institutional competitiveness. His most recent book is titled *Leading Change: How Boards and Presidents Work Together to Build Exceptional Institutions*, published by AGB Press in 2011. He has authored numerous articles on presidential and board evaluation, high performance standards for boards, presidential search and strategies for a highly competitive environment.

Dr. MacTaggart's academic credentials include a doctorate and master's degree in literature from Saint Louis University, an MBA, and two honorary doctorates. He is a member of Phi Beta Kappa.

Kevin P. Reilly
President Emeritus and Regent Professor, University of Wisconsin System

Dr. Kevin P. Reilly is president emeritus and regent professor with the 26-campus University of Wisconsin (UW) System, having served as president from 2004-2013.

In collaboration with the UW Board of Regents and the campus chancellors, he developed the "Growth Agenda for Wisconsin," a long-term vision and strategic framework for what the university needed to do to help Wisconsin and the nation be more competitive in the global knowledge economy. Under his leadership, enrollment grew to 182,000—an all-time high—and sponsored research continued to expand beyond $ 1 billion annually. Both transfer students and the number of degrees awarded rose by 13 percent, with privately donated need-based student aid increasing by 124 percent. At the same time, the National Center for Higher Education Management Systems ranked the UW System among the five "most productive state systems and public sectors of higher education, relative to their resources."

Dr. Reilly served as chancellor of UW-Extension from 2000 to 2004 and as provost and vice chancellor from 1996 to 2000. A native of New York City, Dr. Reilly came to Wisconsin from the State University of New York (SUNY) System, where he was associate provost for academic programs and then secretary of the university. Earlier in his career, he led the New York State Board of Regents office that evaluated and accredited all public, private, and for-profit colleges and universities in the state.

At the American Council on Education (ACE), he has been a member and officer of the board of directors, presidential advisor for leadership, and chair of the ACE Commission on Adult Learning and Educational Credentials. Dr. Reilly has served as the president of the National Association of System Heads, as well as on the steering committee for four Wisconsin statewide economic summits. At AGB, he holds an appointment as a senior fellow. In that capacity, he is currently working on AGB's Guardians Initiative to empower university and college trustees to be more vocal, effective advocates for the value of American higher education

Dr. Reilly has been a member of the Higher Education Working Group on Global Issues for the Council on Foreign Relations. He has advised the University of Nizwa in Oman, Qatar University, and the United Arab Emirates University on the development of their institutions.

Among his awards and honors are the Signature of Excellence Award from the University Continuing Education Association, the Chancellor's Medallion from UW-Oshkosh, recognition by the *Irish Voice* weekly as one of the top 100 Irish-American educators, the Friend of Education Award from the Wisconsin Superintendent of Public Instruction, and a commendation from the Senate of Wisconsin for his contributions to the state.

He is author and editor of books and articles on higher education leadership, policy, accreditation, and board governance, among other topics in literature and Irish studies. He has

been a regular contributor to AGB's *Trusteeship* magazine. At UW-Madison, he has taught the undergraduate course on James Joyce and a graduate seminar on major challenges in American higher education. One of his final innovations as president was to establish competency-based degree programs in the UW System, the first of their kind offered by a public university system.

Dr. Reilly earned his B.A. at the University of Notre Dame, and his M.A. and Ph.D. at the University of Minnesota.

Appendix E: About AGB

The Association of Governing Boards of Universities and Colleges (AGB) is the premier organization centered on governance in higher education. Since 1921, the Association has had one central mission: to strengthen, protect, and advance this country's unique form of citizen trusteeship through research, services, and advocacy. With more than 1,300 member boards representing nearly 2,000 institutions and over 35,000 individuals, AGB is a trusted advisor and an indispensable partner that supports a thriving and collaborative community of higher education leaders.

Governing boards must focus now more than ever on promoting central missions while running their institutions as effectively as possible. It is critical that they reinforce the value of higher education, innovate through the smart use of technology, and serve the needs of a shifting demographic. AGB provides leadership and counsel to member boards, chief executives, organizational staff, policy makers, and other key industry leaders to help them navigate the changing education landscape.

Maryland's Public Ethics Law

Board of Regents

April 19, 2019

Maryland State Ethics Commission

Agenda

I. Background, Purpose, and Scope
II. Conflicts of Interest
III. Financial Disclosure
IV. Available Resources

MARYLAND
Maryland State Ethics Commission

MARYLAND
Maryland State Ethics Commission

What Is The Purpose Of The Law?

- Helps board members and employees avoid improper influence and appearance of improper influence
- Assures citizens of the impartiality and independent judgment of board members and employees
- Requires board members and employees to disclose financial affairs and to meet minimum standards of ethical conduct

MARYLAND
Maryland State Ethics Commission

The State Ethics Commission

- Five Commissioners, appointed to 5-year terms
- Charged with administering the Public Ethics Law
- Provides advice, issues formal opinions, regulates lobbyists, undertakes enforcement action
- Supported by a 12-member staff

Maryland's Public Ethics Law

Conflicts of Interest

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What if…

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Maryland State Ethics Commission

…the Board is voting on the purchase of software to be used by USM institutions to evaluate professors. Among the companies whose products are being considered are businesses that employ your sister-in-law and your daughter.

Can you participate?

Participation

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Maryland State Ethics Commission

The Public Ethics Law prohibits participation in matters by board members or employees:

- where the board member or employee, or certain relatives of the board member or employee (spouse, parent, child, brother, sister), have a specific interest

- matters involving business entities in which the board member or employee, or certain relatives of the board member or employee, have employment, contractual, creditor, or potential employment relationships

What if…

Maryland State Ethics Commission

…in the previous scenario, your daughter is employed by a bidder, but the company is national in scope and your sister works in California on contracts with that state's university system.

Now, can you participate?

Participation

Maryland State Ethics Commission

Exceptions allowed if:

- Conflict is disclosed and:
  - (1) disqualification would leave body with less than quorum (applies to Board members only);
  - (2) disqualified individual required to act by law; or
  - (3) disqualified individual only one authorized to act.
- Permitted by State Ethics Commission regulation

What if...

Maryland State Ethics Commission

...your company was named the prime contractor for the construction of a new student union building at Towson University.

Do you see a problem here?

Employment/Financial Interest

Absent an exception, a board member or employee may *not* be *employed by*, or have a *financial interest* in:

- an entity regulated by the board
- an entity that is negotiating or has entered a contract with the board, or…

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Maryland State Ethics Commission

Employment

Maryland State Ethics Commission

- ...hold any other employment that would impair impartiality and independent judgment

Financial Interests

The Law defines financial interest as:

- Ownership of more than 3% of a business entity by board member or employee **or spouse of board member or employee**
- Ownership of securities that represent more than 3% of a business entity by board member or employee **or spouse of board member or employee**
- Ownership of an interest resulting in board member or employee having received in past 3 years, is currently receiving or will receive more than $1,000 per year.

Two Exceptions

MARYLAND
Maryland State Ethics Commission

- If the statute governing the board requires appointment of persons regulated by the board

- If the member holds the employment or financial interest *when appointed*, and the employment or financial interest is publicly disclosed to the appointing authority, the State Ethics Commission and if applicable, the Senate

APPOINTEE EXEMPTION DISCLOSURE FORM

PART 1:	
NAME:	
ADDRESS:	
BOARD/COMMISSION NAME:	
PART 2:	
Please Check Item(s):	Exemption Requested: ☐ No (If no, check box and skip to Part 3, Signature)
	☐ Yes (If yes, check box and complete rest of Part 2 and 3)
I request exemption for: ☐ Financial Interest ☐ Employment	
Financial Interest	**Employment**
Name of Entity where the financial interest exists:	Employment to be Exempted:
Address of Entity:	Your Position/Job Title:
Interest to be Exempted:	
Current Value: ▫ Under $1,000 ▫$1,000-$5,000 ▫$5,000-$10,000 ▫$10,000 or More	
Explain below why you believe you may have financial interests or an employment situation that, in the absence of an exemption, will conflict with your service on the board or commission for which appointment is being considered. You may wish to contact the State Ethics Commission for information or advice at 410-260-7770.	
PART 3:	
Appointee:	Signature: Date:

Mail the completed form to the Appointing Authority. For appointments made by the Governor:
Governor's Appointments Office
State House
Annapolis, MD 21401

Form #5

3

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Maryland State Ethics Commission

What if…

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Maryland State Ethics Commission

…you own a construction company. You participated in the development of a proposal for funding of major dormitory renovations on various campuses. You leave the Board in order to bid on the projects.

Can you do so?

Post-Employment Restrictions

Former board member or employee may not assist or represent outside entities or persons for compensation:

- In a case, contract or specific matter
- If the former board member or employee significantly participated in the matter in his/her State position

MARYLAND
Maryland State Ethics Commission

What if…

… the CEO of a company that does business with various USM institutions, who happens to be a friend, invites you to be his guest in his box at the Stadium to watch a Ravens game.

Can you accept the ticket and enjoy the food and drink?

What if...

Maryland State Ethics Commission

...you are invited to lunch by a lobbyist who lobbies on higher education issues.

Can you accept and allow the lobbyist to pay?

Can you accept a logo jacket offered to you by the lobbyist?

Gifts

MARYLAND
Maryland State Ethics Commission

Prohibitions Generally

- No solicitation
- No unsolicited gifts from 1) vendors, 2) regulated entities, 3) lobbyists, or 4) those with financial interests that may be uniquely affected by recipient

Key Exceptions

- Nominal = $20 or less
- Meals/beverages in the presence of the donor
- Reasonable food, lodging, and travel for participation at a speaking engagement

What if…

Maryland State Ethics Commission

…your best friend's son has applied for a position at UMCP. Your friend asks you to put in a good word for his son with the officials doing the hiring.

Can you do so?

Prestige of Office

Prohibitions Generally

- No use of office for board member's or employee's private gain
- No use of office for private gain of another

Covers both using the influence of one's office and using State resources

MARYLAND
Maryland State Ethics Commission

Prestige of Office

Effective October 1, 2017, the following types of actions are specifically prohibited:

- Influencing, except as part of the official duties of the board member or employee, the award of a State or local contract to a specific person;
- Directly or indirectly initiating a solicitation for a person to retain the compensated services of a particular regulated lobbyist;
- Using public resources or title to solicit a political contribution.

MARYLAND
Maryland State Ethics Commission

What if…

Maryland State Ethics Commission

…the Board has been considering, in closed session, authorizing an RFP to purchase certain education software for university-wide use. This information has not yet been made public. You want to inform your brother-in-law who owns a company you expect will be interested in bidding.

Should you do so?

Confidential Information

Cannot disclose or use confidential information acquired by reason of one's position and not available to the public:

- For personal economic benefit, or
- For the economic benefit of another

Maryland's Public Ethics Law

Financial Disclosure

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Maryland State Ethics Commission

Why Financial Disclosure?

- Annual opportunity to review employment and financial interests
- Public disclosure of possible conflicts of interest
- Demonstrate to public that interests are not hidden
- Allow voters to evaluate the suitability of candidates for office

Who Files and When?

- New board members must submit an initial filing within 30 days of assuming their positions

- After the initial filing, a financial disclosure statement must be filed annually no later than April 30th

- Departing board members must file a financial disclosure termination statement within 60 days of their departure, covering the period that elapsed since their previous filing

***Effective October 1, 2017 filing must be done electronically

Can the Public Access Financial Disclosure Statements?

- YES!

  (Note HB879 – not home address as of 01/01/19)

- Statements must be available for public inspection and copying

  (Note: HB879 – On Internet for State Official, candidate, Cabinet Secretary as of 01/01/19)

Precautions You Can Take Regarding Your Financial Disclosure Statement

Request to be notified if someone reviews your file

If you attach documents to your disclosure statement, redact personal information on end-of-year statements (SSN, account #, etc.)

MARYLAND
Maryland State Ethics Commission

Maryland's Public Ethics Law

Available Resources

MARYLAND
Maryland State Ethics Commission

Maryland.gov Phone Directory State Agencies Online Services
MARYLAND .gov
STATE ETHICS COMMISSION
Search
STATE EMPLOYEES & OFFICIALS
LOBBYISTS
BOARDS & COMMISSIONS
LOCAL GOVERNMENT
General Info
About the Commission
Annual Reports
Enforcement
Meeting Minutes
Public Ethics Law
Regulations
Quick Links
Advisory Opinions
Bank List
Lobbying Report Totals
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UNIVERSITY SYSTEM of MARYLAND

Friday, April 19, 2019
Report to the USM Board of Regents
Chancellor Robert L. Caret
(AS DRAFTED)

Thank you, Chair Gooden. With the faculty awards earlier and the legislative review that Vice Chancellor for Government Relations Patrick Hogan will deliver later, I will keep my report fairly brief. There are, however, some important achievements across the USM that I would like to highlight.

I begin with our "host" institution, the **University of Maryland, Baltimore (UMB)** and President Jay Perman. There have been a number of exciting developments here at UMB since we last met.

- The Institute for Genome Sciences (IGS) was recently awarded $17.5 million from the National Institute of Allergy and Infectious Diseases to fund the IGS Genome Center for Infectious Diseases for another five years.
- The new Health Sciences Research Facility III, which was dedicated in October, has earned a Gold LEED Award from the U.S. Green Building Council.
- Earlier this year, *Diverse: Issues In Higher Education* named UMB one of the 20 most promising places to work in student affairs, based on workplace diversity, staffing practices, and work environment.
- And during this past legislative session, Jay and University of Maryland, College Park (UMCP) President Wallace Loh were together in Annapolis for *MPowering the State* Advocacy Day, highlighting more than 20 joint initiatives to show lawmakers the impact of the *MPower* strategic partnership.

Jay, I want to commend and congratulate you and the entire UMB "family" on these achievements.

Elsewhere across the USM . . .

Regent D'Ana Johnson, Regent Bob Rauch, and I all had the honor of taking part in the formal installation of Dr. Charles Wight as president of **Salisbury University (SU).** In his address, Dr. Wight outlined his priorities for the university: promoting educational accessibility and affordability; building on SU's culture of diversity and inclusion; being a steward of financial resources and the environment; furthering mutually positive community relationships; and—above all—providing students with the greatest opportunities for success. We pledge our support as he moves forward with these efforts. Also at Salisbury, the National Science Foundation has awarded nearly $1.2 million toward scholarships to help produce more middle and high school teachers in science and mathematics. In addition, *The Chronicle of Higher Education* named Salisbury one of the nation's best colleges at enrolling and graduating women in computer science. Among public institutions, SU was ranked No. 1 for having the highest percentage of female recipients of bachelor's degrees in computer science. That is news worth celebrating.

At **Bowie State University (BSU**), the U.S. Green Building Council awarded the new Center for Natural Sciences, Mathematics, and Nursing, its highest award of Platinum LEED certification. Also at BSU, President Aminta Breaux was named one of the ten "Most Dominant HBCU Leaders" of 2019 by the HBCU Campaign Fund. The list includes chancellors and presidents of HBCUs who are influential leaders that are in the process of moving their institutions forward.

In another presidential honor, **University of Baltimore (UB)** President Kurt Schmoke has been named to *The Baltimore Sun's* Business and Civic Hall of Fame, joining such Hall of Fame members as Peter Angelos, Senator Barbara Mikulski, and Judge Robert Bell. In addition, UB's Center for Drug Policy and Enforcement will receive $3 million in funding from the Bureau of Justice Assistance to enhance the Overdose Mapping Application Program (ODMAP), a national project that provides near real-time drug overdose data to support public health and safety efforts in the mobilization of an immediate response.

Next week, **Towson University (TU)** will host the twelfth annual BTU (Baltimore – Towson University) Partnerships Showcase. This year's event also marks the 3rd anniversary for BTU—Partnerships at Work for Greater Baltimore, which President Kim Schatzel established as a presidential priority to strengthen the Towson / Greater Baltimore relationship. And in some fun news, Towson University voice performance major Jeremiah Lloyd Harmon has reached the final 14 on the reality singing show "American Idol!"

Times Higher Education recently named the **University of Maryland, Baltimore County (UMBC)** No. 3 in the nation in achieving social and economic impact. This ranking measures how well universities deliver on the United Nation's Sustainable Development Goals, a blueprint for global peace and prosperity. UMBC has also become the first institution of higher education in Maryland to offer a middle grades STEM degree, providing education students the opportunity to get a leg-up in job searches and improve public education in the state. UMBC also boasts a record number of Fulbright Student Scholars this year and just last week, Evan Avila—a senior economics major and Sondheim Public Affairs Scholar—was named its fourth-ever Truman Scholar.

The **University of Maryland Eastern Shore (UMES)** School of Pharmacy achieved a remarkable 96.23% first-time pass rate among pharmacy graduates taking the 2018 North American Pharmacy Licensure Exam (NAPLEX). This is well above the national average of 89.5%, the highest of the three doctor of pharmacy programs in Maryland, and the highest among the seven HBCU pharmacy programs nationwide.

Governor Hogan has signed legislation changing the name of **University of Maryland University College (UMUC)** to University of Maryland Global Campus, effective July 1. President Javier Miyares noted that the new name more accurately conveys the institution's public mission and global reach. He added that it aligns with and supports the university's efforts to expand nationally.

Earlier this month the **University of Maryland, College Park (UMCP)** launched the Iribe Initiative for Inclusion and Diversity in Computing, made possible by a $1 million gift from Brendan Iribe, UMCP alumnus and co-founder of the virtual reality company Oculus. Next week, Chair Gooden and I will be attending the dedication ceremony for the Brendan Iribe Center for Computer Science and Engineering, toward which Brendan Iribe donated $31 million. I am also pleased to note that last month, on its sixth annual Giving Day, UMCP raised over $2 million from 8,649 total gifts from students and parents, faculty and staff, campus organizations, and alumni.

Coppin State University (CSU) President Maria Thompson, UMES President Heidi Anderson, and BSU President Aminta Breaux were all featured in the latest issue of the Council for Advancement and Support of Education's (CASE) *Currents* magazine. The article, titled "Changing *Her*story," reports on "a wave of female presidents...turning a new chapter at America's historically black colleges and universities." Twenty-five women serve as presidents at the nation's 100 HBCUs, and three of them are USM presidents!

The **University of Maryland Center for Environmental Science's (UMCES)** Integrative and Application Network recently completed the first five years of a cloud computing project—the Chesapeake Center for Collaborative Computing (C4)—with the Chesapeake Bay Program. UMCES has been awarded an additional 6 years, with an estimated award of $6 million from the Environmental Protection Agency.

Frostburg State University (FSU) is strengthening its partnerships with businesses, nonprofits, and local governments in the tri-state area through the College of Business' new Center for Regional Engagement and Economic Development (CREED). By partnering with CREED, organizations in Maryland, Pennsylvania, and West Virginia can access faculty expertise in information management, skills training, leadership training, management development training, research, consulting services, and more. In somber news, Catherine Gira, president of Frostburg State University from 1991 to 2000, passed away last month at the age of 86. Catherine and I were colleagues for a number of years when I was president of Towson. She was visionary leader and a transformative force for Frostburg.

In news from our **three** higher education centers:

- As **the Universities at Shady Grove (USG)** prepares for the opening of the new, 220,000-square-foot Biomedical Sciences and Engineering Education Facility, it also prepares to welcome several degree programs, including:
    - a master's program in Applied Health Physiology from Salisbury University
    - a bachelor's degree in Translation Life Science Technology from UMBC
    - master's degrees in Technical Management, Data Science, and Biotechnology, also from UMBC,
    - and a bachelor's degree in Information Science from UMCP.
- **USM Hagerstown (USMH)** launched a Hospitality and Tourism Management program last month, while celebrating predicted boosts to downtown development.
- **USM Southern Maryland (USMSM)**—previously known as the Southern Maryland Higher Education Center—formally became the USM's third regional higher education center on March 1, 2019.

Finally, before I move to the legislative session review, there are a few systemwide honors I would like to highlight:

The USM was once again well represented in *The Daily Record's* Maryland's Top 100 Women honorees for 2019:

- Yen Dang, UMES
- Dr. Chrys Egan, SU
- Jamie Holmes-Kriger, also from SU
- Dr. Nancy Ryan Lowitt, University of Maryland School of Medicine
- Kim Schatzel, TU, and
- Joan Sylvia Tilghman, CSU.

Four USM students were named Newman Civic Fellows by the Campus Compact, which acknowledges motivation and potential in public leadership:

- Jenna Puffinburger, FSU
- Albert Ivory, TU
- Elizabeth Paige, UB, and
- Maheen Haq, UMBC.

And graduate programs from across the USM received high marks in 2020 *U.S. News and World Report* Graduate School Rankings that came out last month:

- UMCP has more than three dozen schools, colleges, and programs featured in the rankings, with several programs and specialties ranked in the Top 10;
- UMB's professional schools boast some two-dozen acknowledgements, with many Top 10 rankings overall.
- The rankings recognize a dozen UMBC graduate programs across various disciplines.
- UB, Towson, UMES, and Salisbury all had programs and/or specialties ranked.

I turn now to the just-completed legislative session. As I mentioned, Patrick Hogan will be delivering a more comprehensive review shortly.

OPERATING BUDGET

The Governor proposed, and the General Assembly approved, state support for the USM totaling $1.49 billion, coming from the General Fund and the Higher Education Investment Fund. This is an increase of $100 million—or 7 percent—over the FY 2019 revised budget.

First and foremost, this budget will allow the USM to limit our tuition increase for in-state, undergraduate students to a modest 2 percent. In addition, the increase in state funds will fund: year two of the USM's Workforce Development Initiative; operating expenses for new USM facilities; the continued implementation of SB 1052—the University of Maryland Strategic Partnership Act of 2016; and other initiatives. In addition, the budget increase includes a 3 percent COLA.

CAPITAL BUDGET

Turning to the FY 2020 capital budget, the General Assembly allocated funds for capital construction projects across the USM. Critical projects that have been funded or advanced include:

- At UMCP:
  - $4.6 million for the Chemistry Building
  - $12.5 million for the School of Public Policy Building
- At Bowie:
  - $5 million for the Communication Arts and Humanities Building
- At Towson:
  - $5.3 million for the new College of Health Professions Building
  - $68 million to build and equip a new Science Facility
- At UMES:
  - $10 million for the new School of Pharmacy and Health Professions building
- At FSU:
  - $6 million toward the new Education Professions and Health Sciences Center
- And through the USM Office:
  - $12 million for the USM Southern Maryland Center
  - $29 million for facilities renewal systemwide

LEGISLATION

Finally, in terms of legislation, there were more than 140 individual bills considered that would have had varying impacts on the system, faculty, staff, and students. For the most part, legislation the USM supported passed and legislation the USM opposed did not. There were also several bills on which the USM offered amendments.

There is one particular piece of legislation I want to highlight: The University System of Maryland - Board of Regents - Transparency and Oversight Bill, which we supported. This legislation aligns with and supports the two principles—good governance and increased transparency—that have been the hallmarks of Linda Gooden's time as board chair. There are components in this bill that will help further strengthen the board, making it more representative, more transparent, and better focused on its core functions.

As you know, the bill alters the membership of the Board of Regents:

- Adding the Secretary of Commerce as an ex officio member,
- Adding one additional student member, and
- Two additional members, one appointed by the President of the Senate and one by the Speaker of the House.

The legislation also requires some expertise in finance and higher education administration on the Board, which can only be a positive.

Additionally, it makes certain meetings available to the public by live and archived video streaming, enhances financial disclosure statements review, and other changes to improve openness and accountability.

The bottom line is that this budget and legislative action again demonstrate Maryland's commitment to higher education. It is this commitment that sets us apart from—and above—our competitors in the knowledge economy.

I thank Vice Chancellor for Government Relations Patrick Hogan, Assistant Vice Chancellor for Government Relations Andy Clark, and their colleagues throughout the USM, including many in the system office, presidents, and the campus-based government relations members. I also want to thank Vice Chancellor for Administration and Finance Ellen Herbst and her staff, particularly Monica West and Mark Beck, for their work in support of the USM's operating and capital budgets. Thanks as well to Senior Vice Chancellor for Academic and Student Affairs Joann Boughman and her team for the incredible effort they put forth on the legislative front.

This was yet another challenging legislative session. But thanks to the leadership and hard work of so many professionals, the USM once again emerged as a genuine funding priority, with strong support from the Governor's office and both the House and the Senate.

Lastly, as you all know, Speaker Mike Busch passed away the just before the legislative session came to a close. The longest-serving House speaker in the state's history, Mike Busch was a leader who made a real difference for the people of Maryland, in education and in many other ways. He will be greatly missed.

Mr. Chairman . . . this concludes my report. I would be happy to respond to any questions the Regents may have.

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UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
March 4, 2019

Meeting Notes

The Council of University System Presidents met on March 4th with Chancellor Caret and USM senior staff.

Chancellor Caret provided an update on the presidential searches at CSU and UMCP. Ms. Wilkerson discussed the AGB review of the Board of Regents. Mr. Legon and Mr. MacTaggart from AGB were present to provide more information about the interviews they have been conducting.

Mr. Hogan gave an update on the legislative session, including the budget update and covering bills of interest to the USM. Chancellor Caret noted that the AASCU Emerging Leaders Program is looking for participants. Ms. Wilkerson provided information on how each campus handles anonymous complaints, noting that each campus has a different process. The presidents agreed that it would be helpful to get an idea of best practices from the Internal Audit Office.

Chancellor Caret and AAG Bainbridge noted that they had received most of the information requested about implementation of the Walters Report and Football Commission Report and were due to receive remaining reports by that Friday.

Chancellor Caret gave a brief update about what he learned at the Business Higher Education Forum meeting. Ms. Herbst provided an update on the merger of the USM and the Southern Maryland Higher Education Center, which took effect March 1st. She and Dr. Boughman also discussed the Northeast Regional Center.

Chancellor Caret and Ms. Herbst provided information on the USM strategic plan, noting that we're approaching the end of the strategic plan cycle and are planning to do an update and extension. Ms. Herbst also presented information about the regents' desire for campuses to try to find ways to collaborate on business practices involving IT.

UNIVERSITY SYSTEM of MARYLAND

COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS
April 1, 2019

Meeting Notes

The Council of University System Presidents met on April 1st with Chancellor Caret and USM senior staff.

Mr. Hogan provided an update on the legislative session, which has one week to go. He outlined some of the bills that may affect the USM and where they are in the legislative process. Ms. Herbst gave an update on the budget and noted that, overall, it is a good budget for the USM this year.

Chancellor Caret noted the desire for more open communication on the campuses, particularly with regard to the availability of Title IX resources. Mr. Muntz gave a presentation about the strategic use of institutional aid. He said that there are two workgroups looking at the issue – one focused on the administrative/budgeting aspect and one focused on the strategic use of aid. The goal is to have a report by June 30th.

Ms. Herbst gave a quick update on the Southern Maryland Higher Education Commission, now called USM at Southern Maryland. AAG Bainbridge noted that she provided the information on USM institutions' implementation of the Walters Report recommendations to the Treasurer's Office and they were satisfied with the information.

Mr. Sadowski discussed the Greater Washington Partnership's report on tech credentialing, which they will speak about at the next Board of Regents meeting. Ms. Herbst led a robust discussion about enterprise systems and how campuses might work together when procuring and implementing systems. She noted the development of a new draft statement for the presidents to review after much discussion by the regents.

Ms. Herbst and Ms. Skolnik provided information on potential updates to the Policy on Grievances. Ms. Wilkerson discussed the development of a policy to address future commissions, their costs, etc.

Mr. Sadowski presented revisions to the Policy on Intellectual Property that clarify the existing policy. President Anderson discussed her experience going to Argentina with AASCU and encouraged other presidents to get involved in these international opportunities.

USMSC Report to Board of Regents
April 19, 2019

The most recent meeting of the USMSC was March 10, 2019. We were pleased to have Board of Regents Chair, Linda Gooden, join us at this meeting for the first hour. Ms. Gooden delivered a high-level description of the operation and purpose of the Board of Regents and also asked important questions regarding transparency, freedom of speech, and the role of students in the system.

On behalf of the USMSC, I would like to thank Ms. Gooden for sharing her time, thoughts, and insight with us. I hope that these sorts of discussions can continue to help our members develop as thoughtful and contributing student leaders while also continue to affirm that students have a voice and role in the future of the University System of Maryland.

During the business portion of the meeting, common concerns surrounding student consultation with fee changes, mental health resources for students, and appropriate representation of students on university committees were repeated. Much time was also dedicated to discussions regarding the Board of Regents expansion bill as well as the bill concerning the right for graduate assistants to collectively bargain.

Representatives from UMCP incited a successful motion to create a committee on student fees. This committee will focus on student involvement in the fee-setting process and an understanding of the options available to USM institutions when considering fees, new or old.

The nature of concerns do not always enjoy shared importance between undergraduate and graduate representatives at our meetings. Therefore, our meetings have long featured 'break-out sessions' where the two groups convene separately to discuss matters with their appropriate USMSC Vice President and each other. This year, these sessions have been pivotal to the leadership's understanding of both systemic and institution-specific issues.

In light of this, the USMSC graduate students have elected to meet separately outside of regularly scheduled USMSC meetings to discuss issues and ideas more fully. Additionally, our Vice President for Undergraduate Affairs has been meeting with student government groups across the system. The USMSC leadership will continue to note and record the content of these meetings, reporting on action and information items as appropriate.

By the time of this meeting, the USMSC should have completed its report on the State of Shared Governance. This report will be delivered to the Chancellor.

If the Board has any input for items to be brought to the Student Council, please communicate with me so that I can ensure they are given time on our agenda and addressed in my next report to this board.

Roy Prouty
2018-2019 USMSC President
roy.prouty@umbc.edu
(443) 617-5771

COUNCIL OF UNIVERSITY SYSTEM STAFF

Report from the Council of University System Staff
Board of Regent's Meeting Report
April 19, 2019

Since our last meeting, CUSS met at Coppin State University on March 26, 2018. Dr. Maria Thompson, President of CSU, gave the welcome. Dr. Thompson highlighted the first every Campus Climate Survey. Partnering with Modern Think, they will be surveying staff about senior leadership, professional development, faculty, administration, and staff relationships, job competencies of supervisors and chairs and collaboration, fairness, respect and appreciation. The results will be available later this year and will be informational for the leadership transition.

The Executive Committee of CUSS has finalized the data collected for the shared governance survey on the State Of Shared Governance from each individual institutions Staff Senates. A summary of the data is being shared with the Chancellor and each President will receive their individual results.

Committee Updates:

Benefits & Compensation Committee

1. Looked an UMUC's Separation Policy for employees who are laid off. Would like to see their policy used as a best practices document.
2. Online Benefit Portal Concerns – concerns were raised regarding security and privacy of ESL employees and those non-computer literate users. Currently, they are seeking support from supervisors, other employees, etc. Should we be concerned about privacy issues? HR needs to ensure adequate support is being provided to those employees.

Board of Regents Awards & Recognition Committee

1. BOR award nomination packets grading has been completed. The committee is compiling the results to present to the Board of Regents for approval.
2. The committee received a total of 33 packets with all institutions submitting at least one packet.

Legislative & Policy Committee

1. Advocacy Day was cancelled but we have a good template in place for organizing next year's advocacy day.
2. Still monitoring the Retiree Prescription Coverage bills.
3. In conjunction with CUSF, passed a resolution on the Retiree Prescription Coverage.

Communications and Marketing Committee

1. Upcoming newsletter deadline is April 12th.

Bowie State University
14000 Jericho Park Road
Bowie, MD 20715

Coppin State College
2500 W. North Avenue
Baltimore, MD 21216

Frostburg State University
101 Braddock Road
Frostburg, MD 21532

Salisbury University
1101 Camden Avenue
Salisbury, MD 21801

Towson University
8000 York Road
Towson, MD 21204

University of Baltimore
1420 North Charles Street
Baltimore, MD 21201

University of Maryland, Baltimore
520 West Lombard Street
Baltimore, MD 21202

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

University of Maryland Center For Environmental Science
P.O. Box 775
Cambridge, Md. 21613

University of Maryland College Park
College Park, MD 20742

University of Maryland Eastern Shore
Princess Anne, MD 21853

University of Maryland University College
3501 University Boulevard East
Adelphi, MD 20783

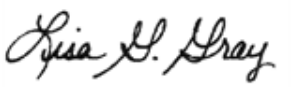
University System of Maryland Office
3300 Metzerott Road
Adelphi, MD 20783-1690

Finally, CUSS established its meeting dates for the upcoming 2019-2020 year to give institutions more time to prepare and request space. The schedule is as follows:

August 13, 2019	Salisbury University
September 24, 2019	University of Maryland, Baltimore County
October 22, 2019	Frostburg State University
November 19, 2019	Tentative Joint Meeting at UMUC
December 10, 2019	USM Office
January 21, 2020	University of Maryland, Baltimore
February 19, 2020	Tentative Advocacy Day in Annapolis
March 24, 2020	Coppin State University
April 21, 2020	Towson University
May 12, 2020	Bowie State University
June 23, 2020	University of Maryland Eastern Shore
July 21, 2020	University of Maryland Center for Environmental Science

The above schedule will be posted to the CUSS website once finalized.

Respectfully submitted,



Lisa G. Gray
CUSS Chair

State of Shared Governance Report

University System of Maryland (USM)

Survey of Staff Senate Members

2018

Attention:

Dr. Robert Caret

Chancellor

University System of Maryland

3300 Metzerott Rd.

Adelphi, MD 20783

By:

Lisa G. Gray, Chair

Laila M. Shishineh, Vice-Chair

Council of University System Staff (CUSS)

April 1, 2019

State of Shared Governance Report (USM)
Survey of Staff Senate Members
2018

Executive Summary

For the academic year 2018-2019, the Council of University System Staff (CUSS) conducted the State of Shared Governance Survey with staff senate members at all twelve of the USM institutions. The survey was provided to all university Staff Senate Chairs and they were instructed to disseminate the survey to all staff members involved in shared governance at their institutions. The structure of staff senates varies across each institution; for example, UMBC has separate staff senates, one for Exempt Staff and the other for Non-Exempt Staff, while UMUC has one senate which represents staff from three worldwide divisions (Stateside, Asia, and Europe).

CUSS plans to conduct this survey on an annual basis, with this survey serving as the second iteration from the inaugural year in 2017-2018. The results will serve the USM, and each institution, in terms of monitoring and understanding the status of shared governance across the system.

Overall, we received 149 responses, on par with response rate to the survey last year. The highest participation from any institution was 24 and the lowest participation from any institution was 1. From these responses, we have compiled a summary based on response rate categories from Strongly Agree to Strongly Disagree.

The highest-rated questions (questions with the highest occurrence of "Strongly Agree" and "Agree" responses) include:

- Question 13 "My immediate supervisor is supportive of my involvement in shared governance when I need to attend a meeting" (94% - up 6.8% from 2017)
- Question 19 "The Staff Senate and/or other institution-wide governance bodies meet on a regular basis" (91.2% - down 2.1% from 2017)
- Question 20 "Staff determine how their own representatives are selected" (85.2% - up 1.1% from 2017)

This is all very encouraging, as it demonstrates that shared governance operates on our campuses without administrative (or otherwise) hindrance. Receiving supervisor support, having regular meetings, and having staff input on representation are all essential components to functioning shared governance.

The lowest-rated questions (questions that had the highest occurrence of "Strongly Disagree" and "Disagree" responses) include:

- Question 8 "The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest, but not primary responsibility" (25.5% - down 4.1% from 2017)
- Question 14 "The administration utilizes staff involvement in the area of planning and strategic planning" (24.1% - up 2.7% from 2017)

- Question 15 "The administration recognizes staff involvement in budgeting and fiscal resources planning" (33.6% - up 2.5% from 2017)
- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (27.5% - down 1.2% from 2017)

The areas of concern are very specific. Although it may be unrealistic to expect shared governance to be involved in each budget line item, there could be room for discussion around the general direction of the university, particularly with budgeting, financial management, academic, and strategic planning matters.

In the USM bylaws related to shared governance:
I. 6.0 Section D

> *Faculty, staff, and students shall have opportunities to participate, appropriate to their special knowledge and expertise, in decisions that relate to:*
>
> 1. ***Mission and budget priorities for the University System of Maryland and its constituent institutions;***
> 2. ***Curriculum, course content, and instruction;***
> 3. ***Research***

There were also questions where the highest response was "Neither Agree Nor Disagree". This category can be difficult to define, but still important to examine. These could potentially be seen as areas where improvement or clarification might move them in a different direction from this "middle" category response. Interestingly three of the five questions are the same as the lowest-rated questions (Questions 8, 15, 16)

- Question 4 "Feedback [from administration] is presented in a timely manner, be it positive or negative" (30.2% neither agree nor disagree)
- Question 7 "Other than on rare occasions, the president seldom overturns staff decisions and recommendations" (38.9% neither agree nor disagree)
- Question 8 "The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest, but not primary responsibility" (32.2% neither agree nor disagree – up 10.8% from 2017)
- Question 15 "The administration recognizes staff involvement in budgeting and fiscal resources planning" (32.2% neither agree nor disagree – up 1.1% from 2017)
- Question 16 "The administration recognizes staff involvement in academic affairs and program development" (32.9% neither agree nor disagree – up 4.2% from 2017)

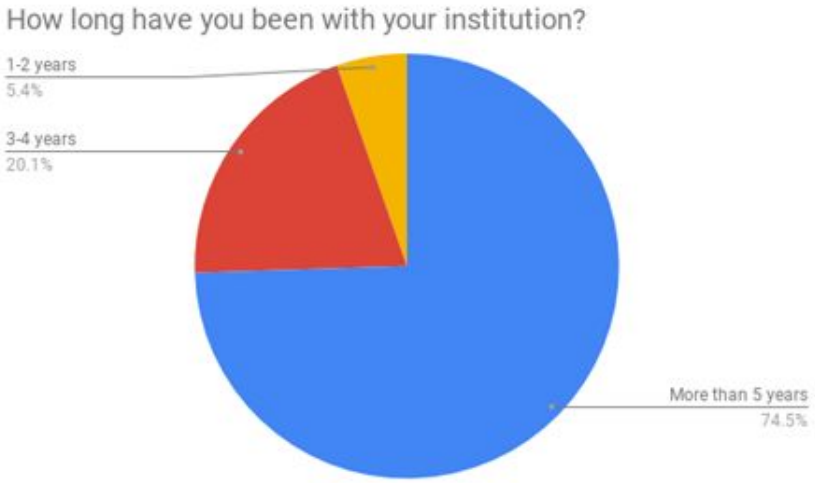
Again, budgeting and planning come up as two areas of uncertainty, like the lowest-rated questions. For question 4, this response indicates again that we could look at communication efforts on our campuses between staff and administration and perhaps identify areas of improvement. For question 7, this response indicates that perhaps transparency around decisions could be critical, or that staff are not involved at decisions at this level anyway.

Following is the supporting data, procedural outline, and list of survey questions.

Shared Governance Survey: Overall Data

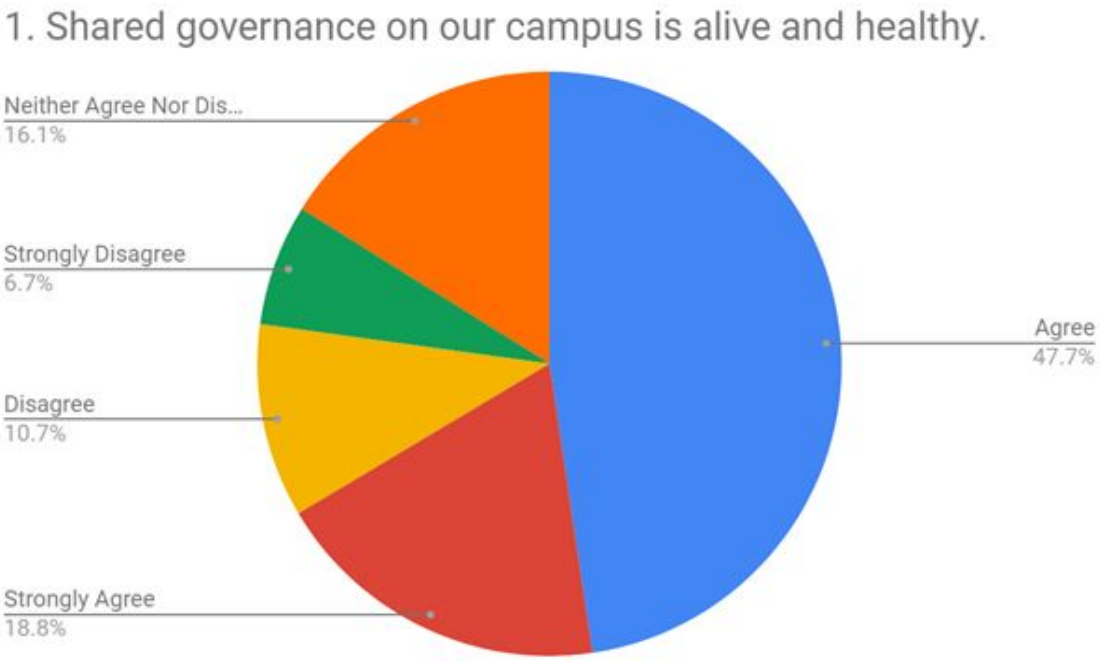
Participant Information:

Institution	Responses	Rate of Participation
Bowie State University	15	10.1%
Coppin State University	11	7.4%
Frostburg State University	7	4.7%
Salisbury University	7	4.7%
Towson University	19	12.7%
University of Baltimore	7	4.7%
University of Maryland Baltimore	19	12.7%
University of Maryland Baltimore County	24	16.1%
UM Center for Environmental Science	10	6.7%
University of Maryland College Park	18	12.1%
University of Maryland Eastern Shore	1	0.7%
University of Maryland University College	11	7.4%
Total	**149**	**100%**

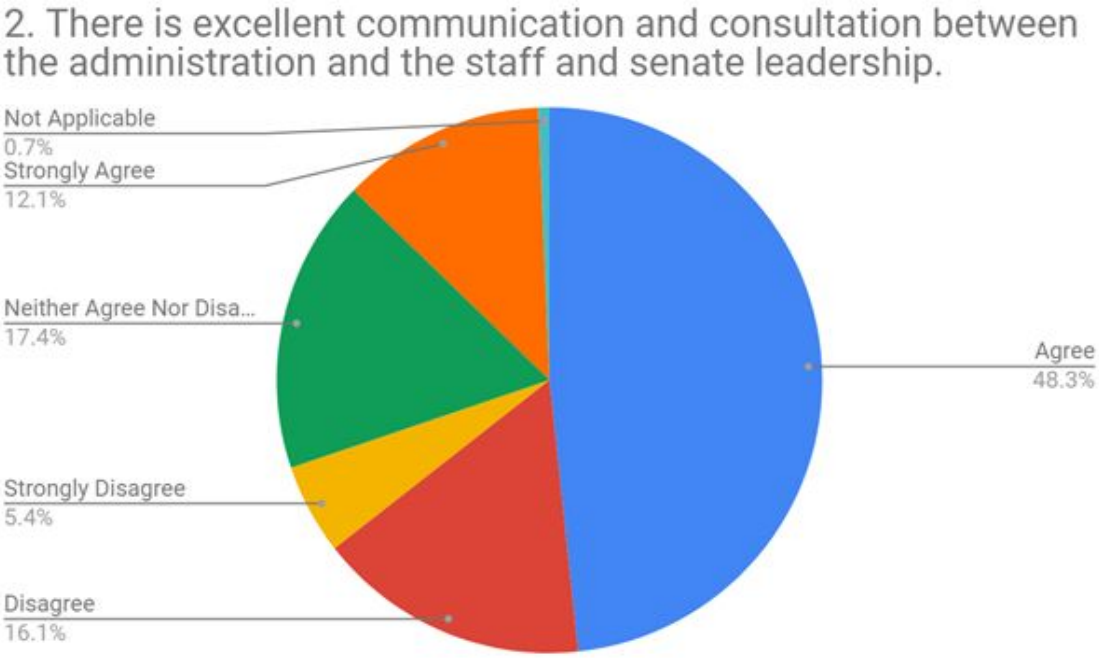


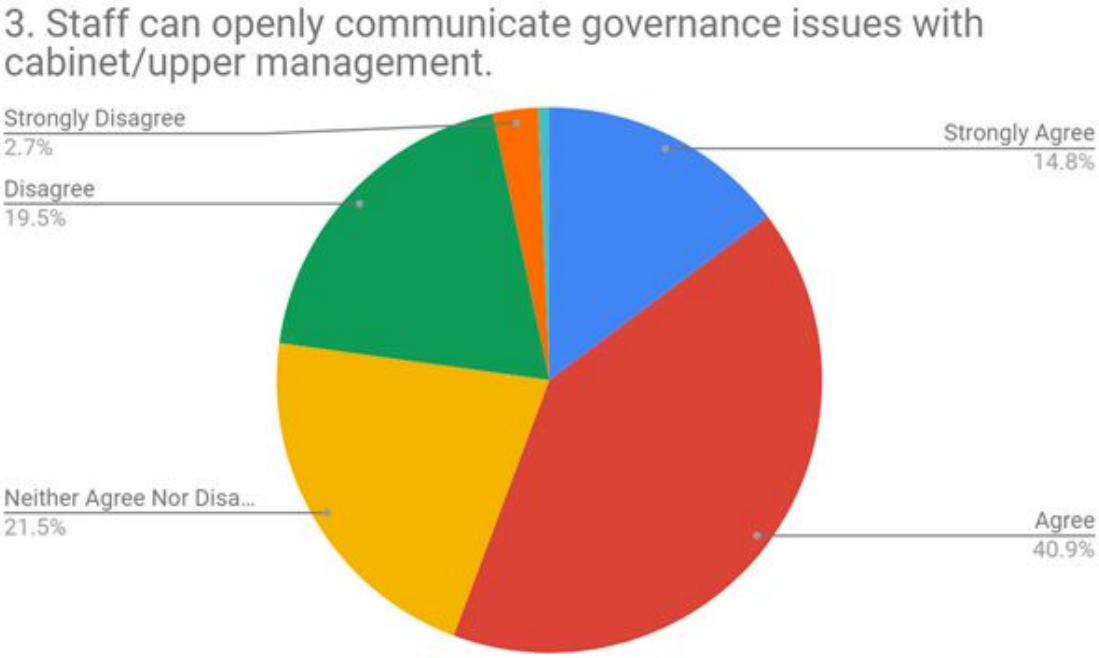
Survey Questions:

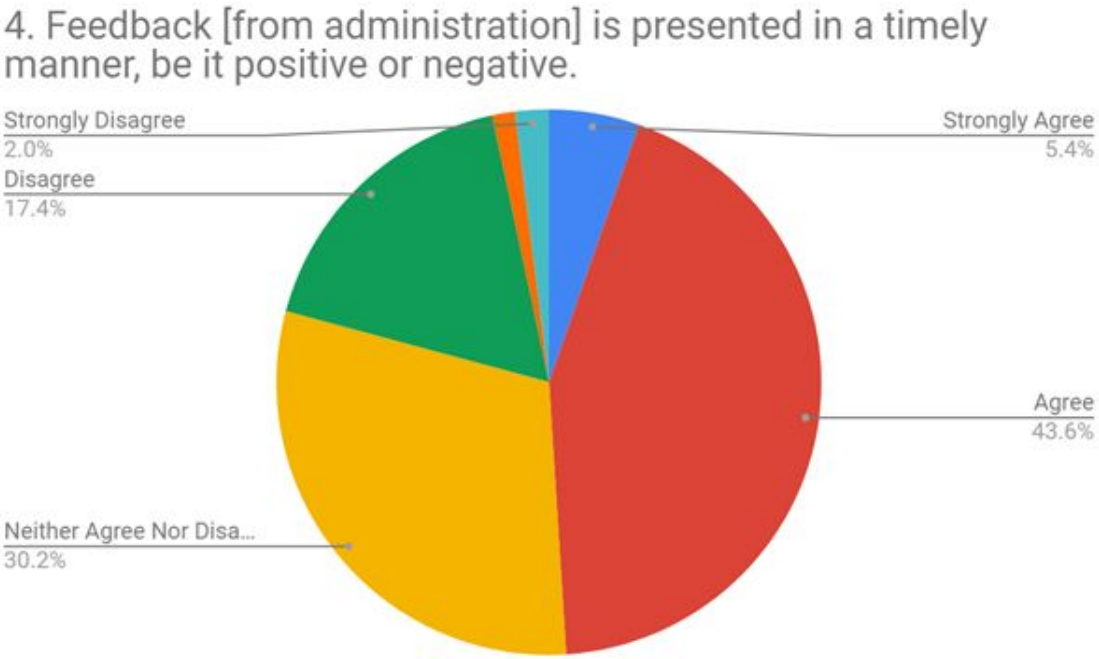
Climate of Governance



Institutional Communications

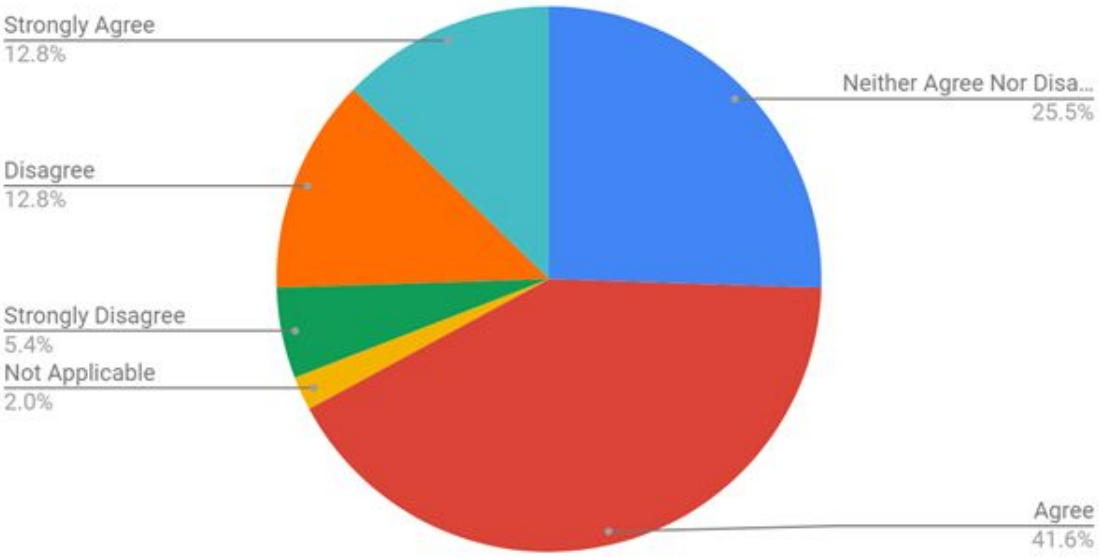




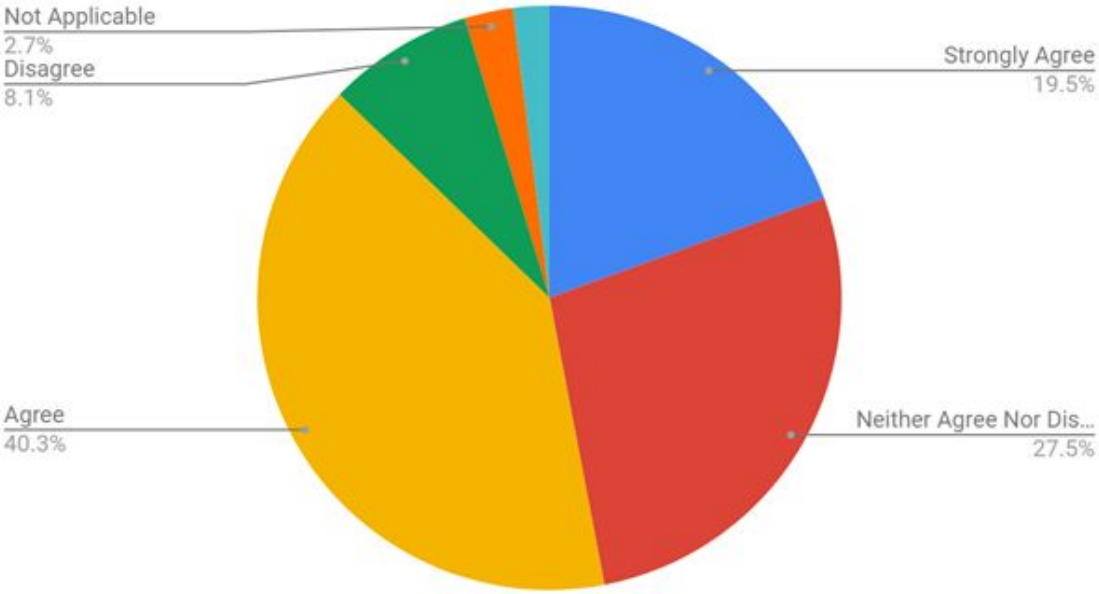

4. Feedback [from administration] is presented in a timely manner, be it positive or negative.
Strongly Disagree
2.0%
Disagree
17.4%
Strongly Agree
5.4%
Agree
43.6%
Neither Agree Nor Disa...
30.2%

Senate's Role at Your Institution

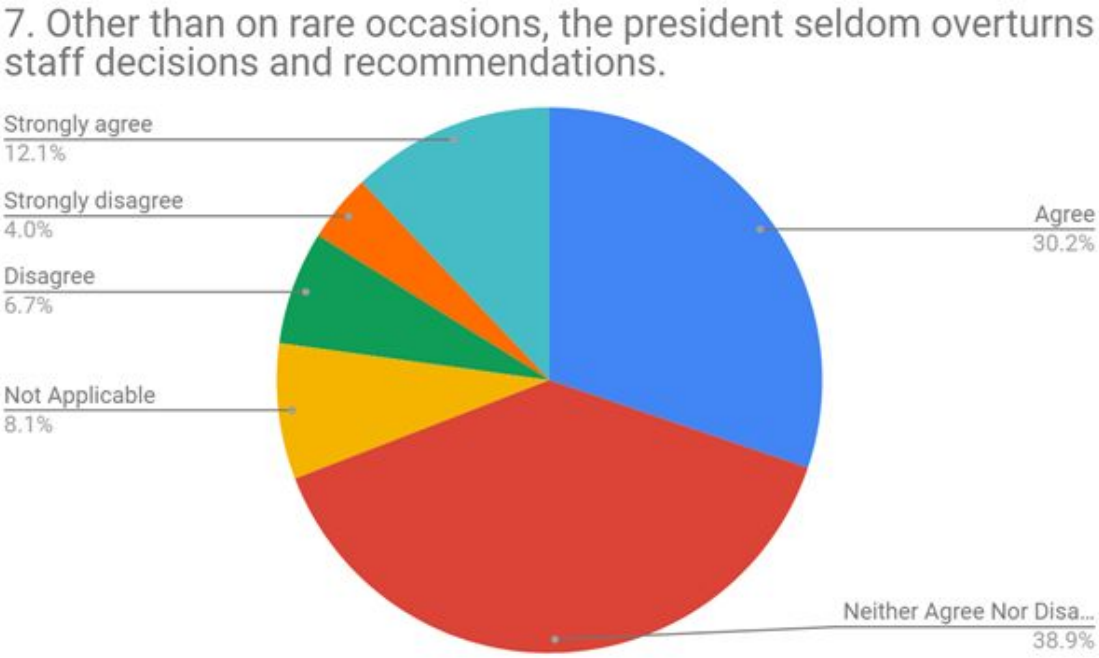
5. The staff senate plays an important role in providing academic and administrative functions at the university.

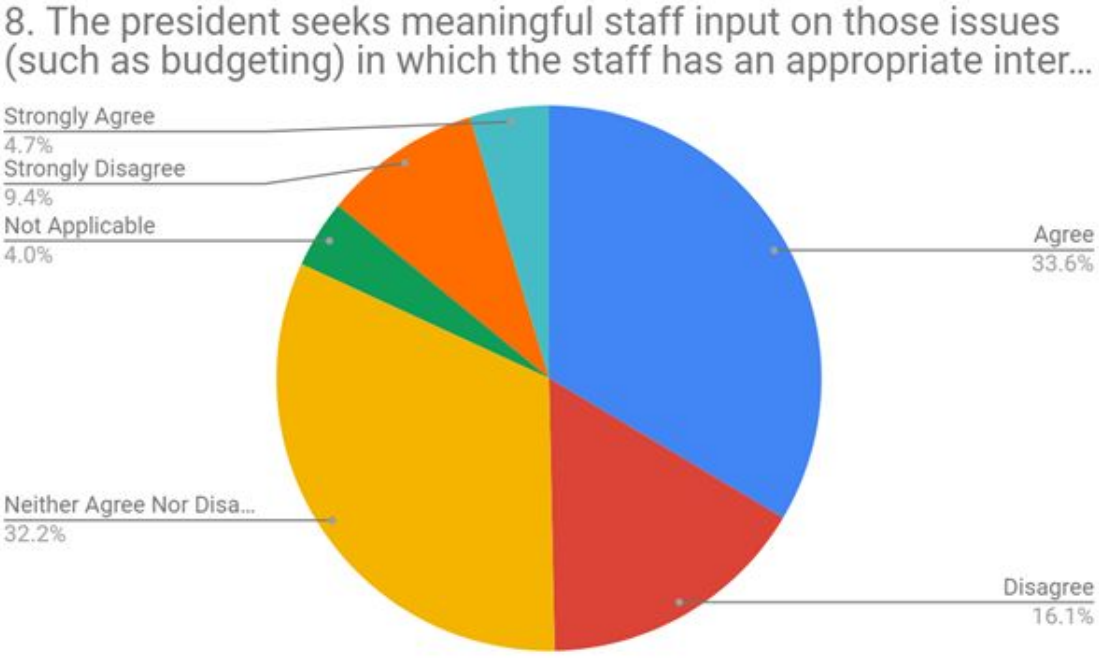


6. Your role with staff senate is valued.

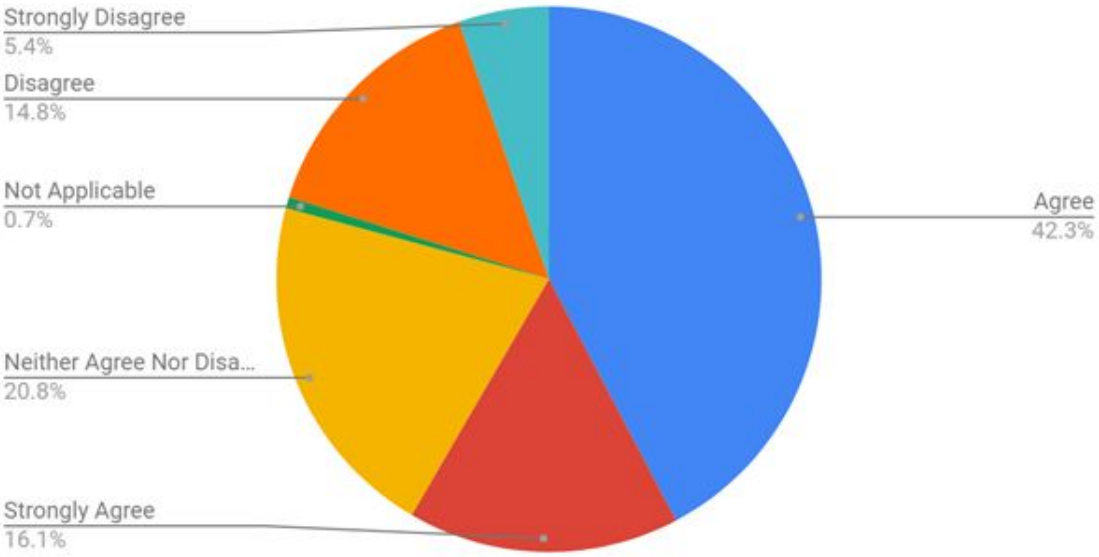


The President's Role

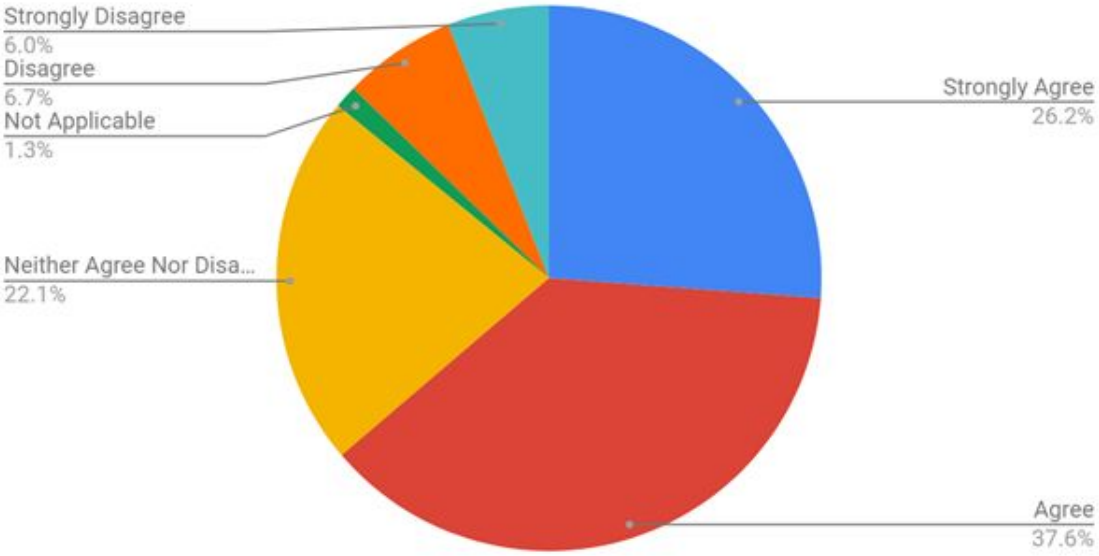


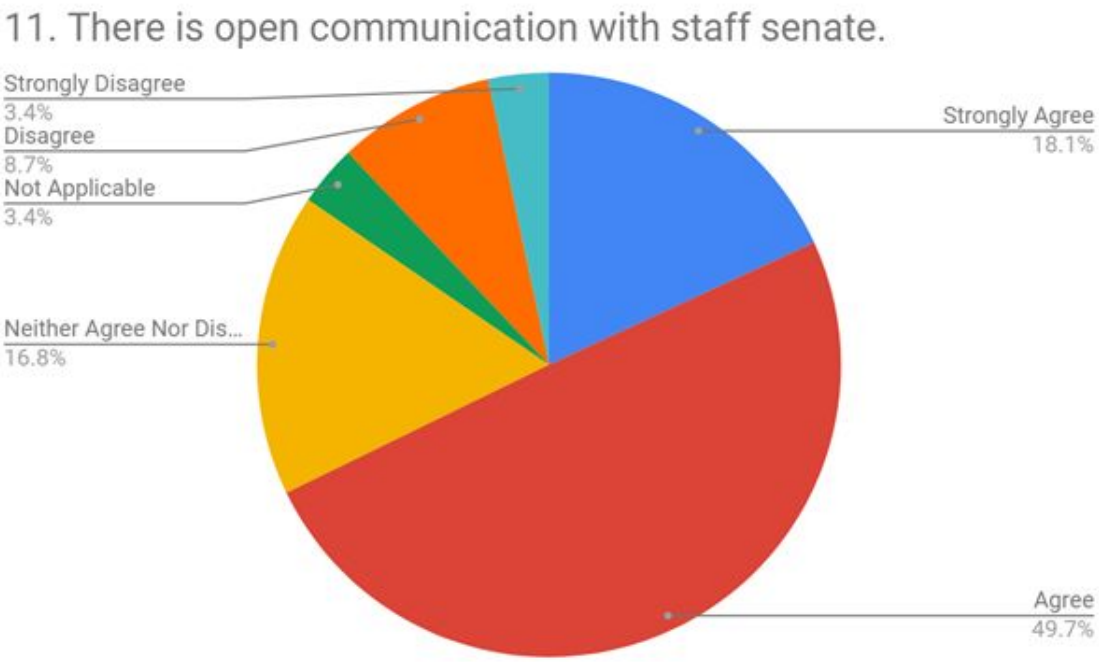


9. The president is transparent in communicating decisions, changes, and recommendations.



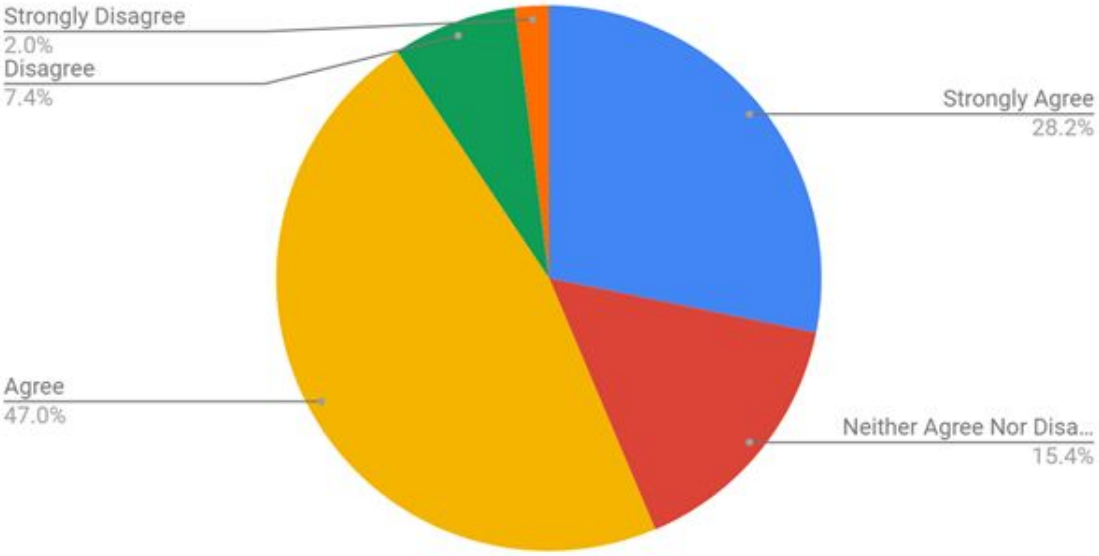
10. The president supports and advocates the principles of shared governance within colleges, divisions, and departments.



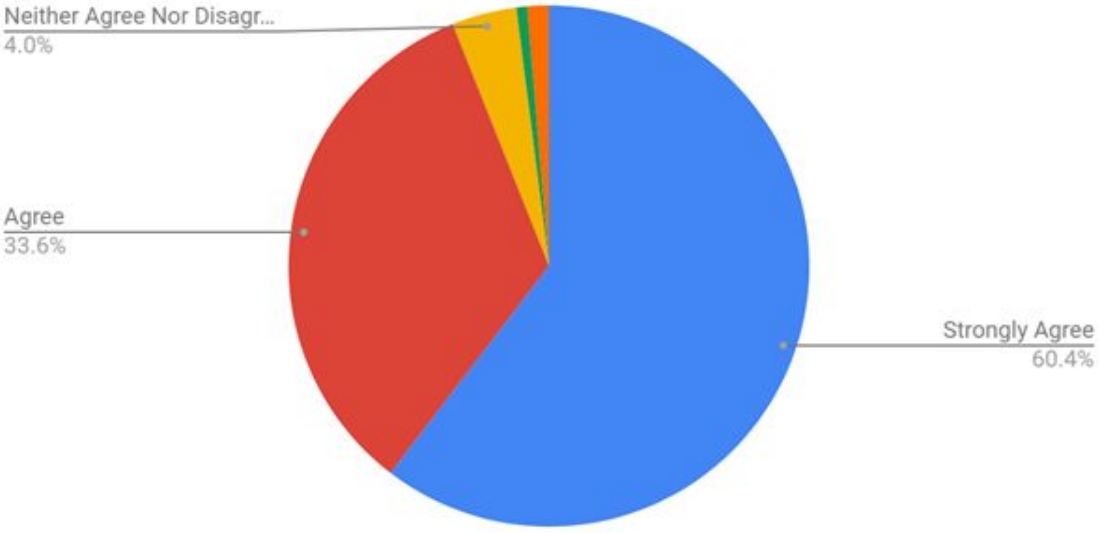

11. There is open communication with staff senate.
Strongly Disagree
3.4%
Disagree
8.7%
Not Applicable
3.4%
Neither Agree Nor Dis...
16.8%
Strongly Agree
18.1%
Agree
49.7%

The Staff's Role

12. The administration is supportive of staff involvement in shared governance.

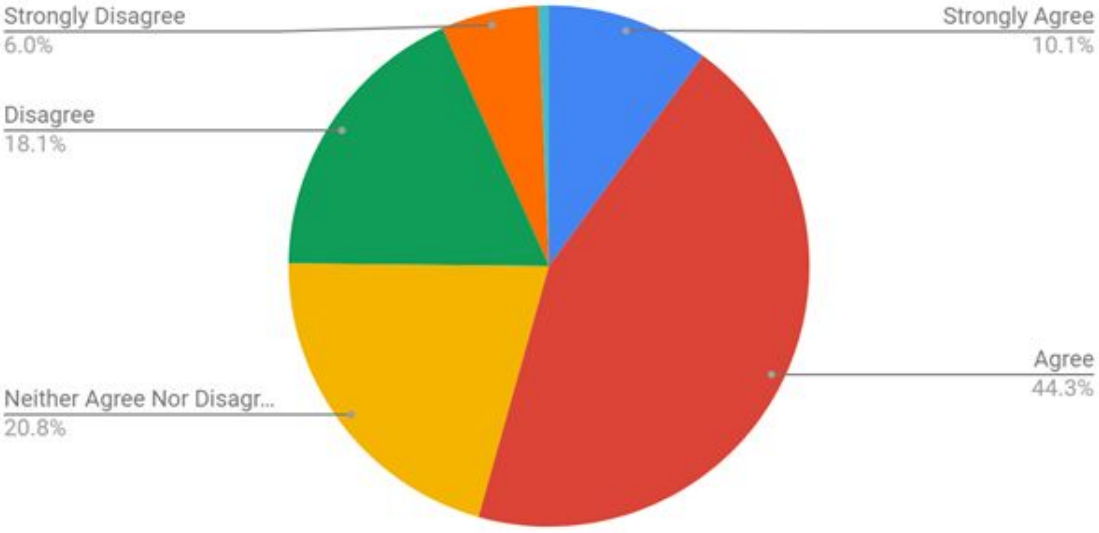


13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend events or meetings during work hours.

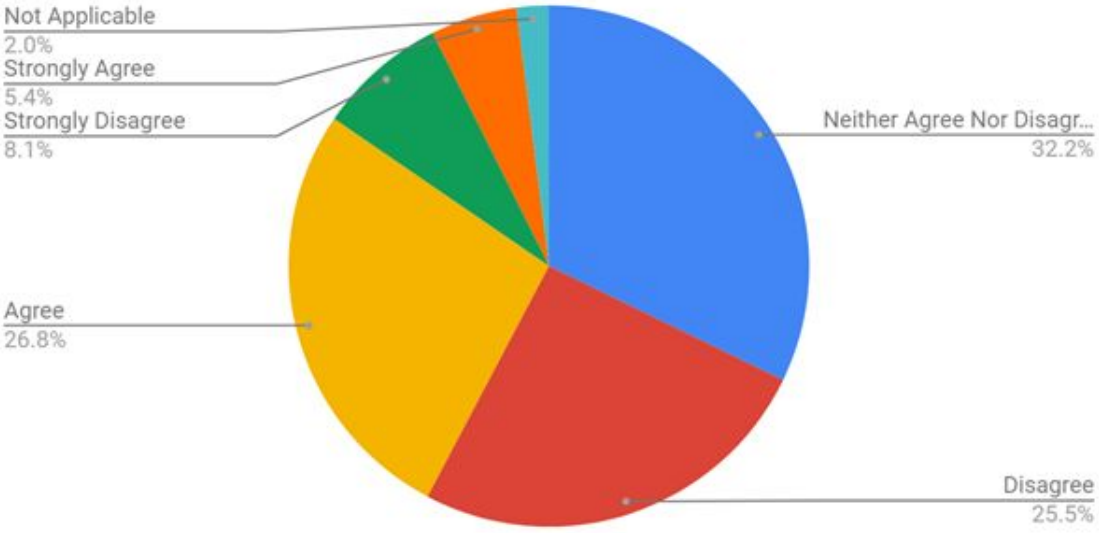


Joint Decision Making

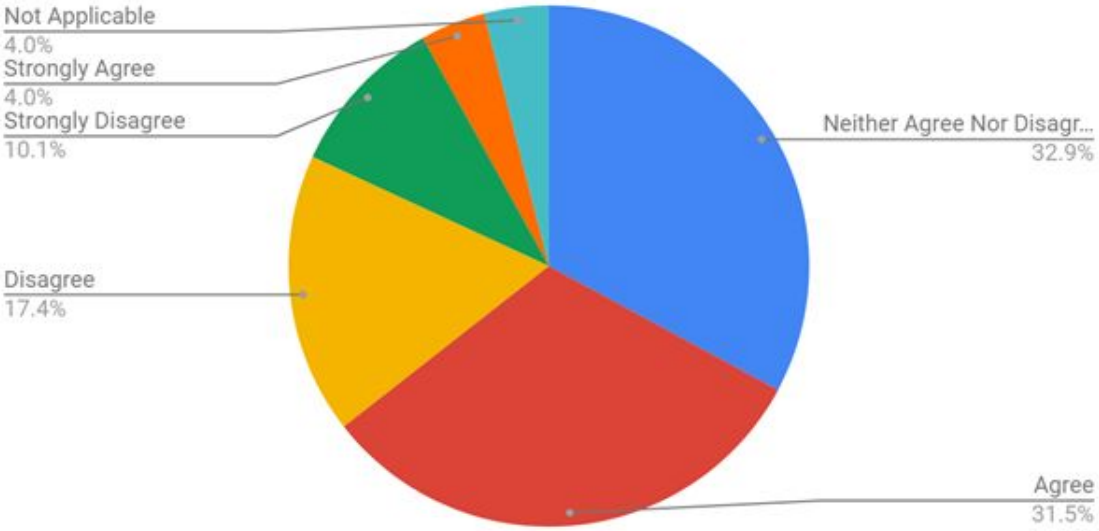
14. The administration utilizes staff involvement in the area of planning and strategic planning.



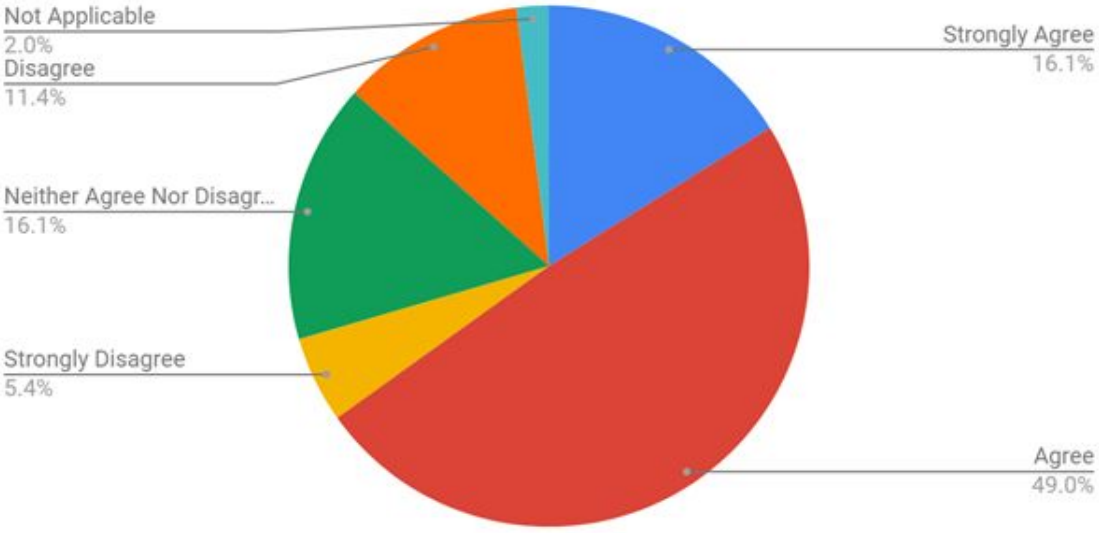
15. The administration recognizes staff involvement in budgeting and fiscal resource planning.

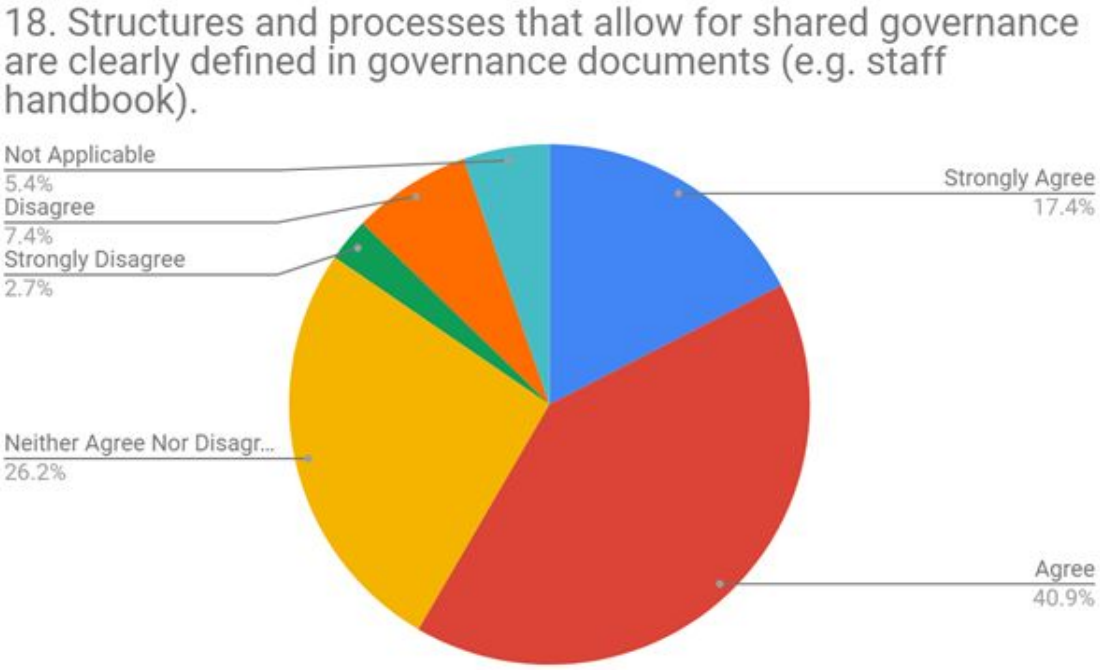


16. The administration recognizes staff involvement in academic affairs and program development.



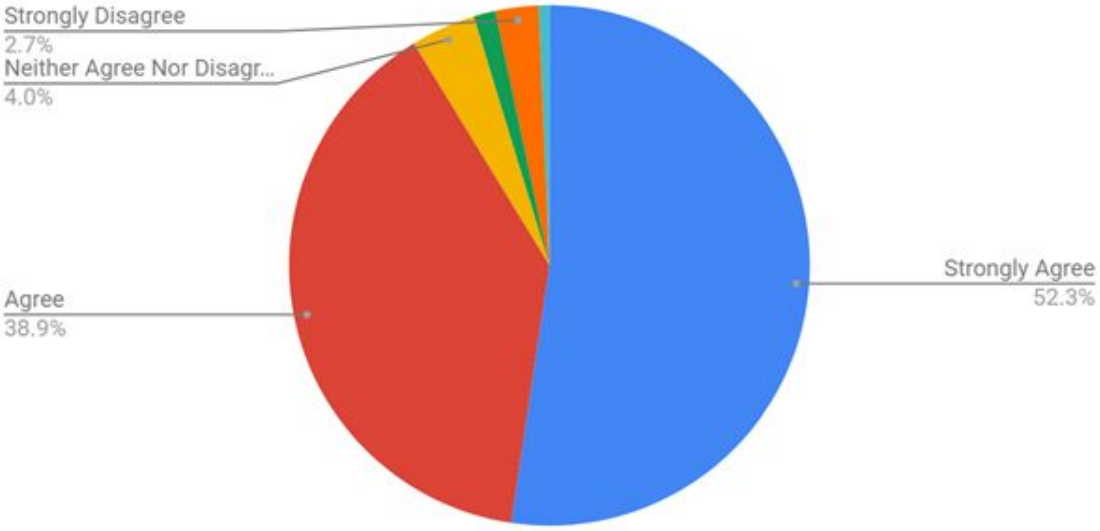
17. The administration supports staff involvement in staff selection and hiring.



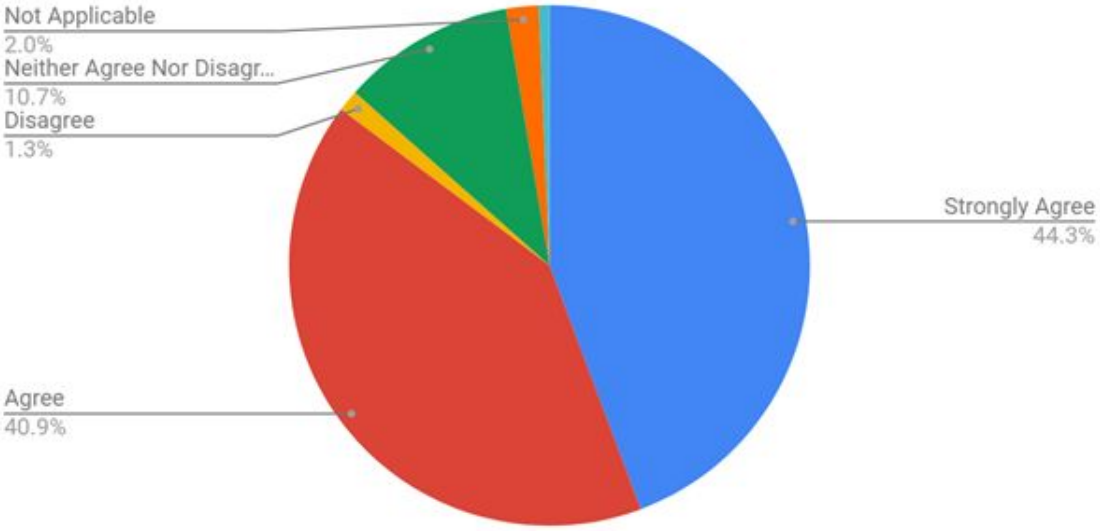

18. Structures and processes that allow for shared governance are clearly defined in governance documents (e.g. staff handbook).
Not Applicable
5.4%
Disagree
7.4%
Strongly Disagree
2.7%
Neither Agree Nor Disagr...
26.2%
Strongly Agree
17.4%
Agree
40.9%

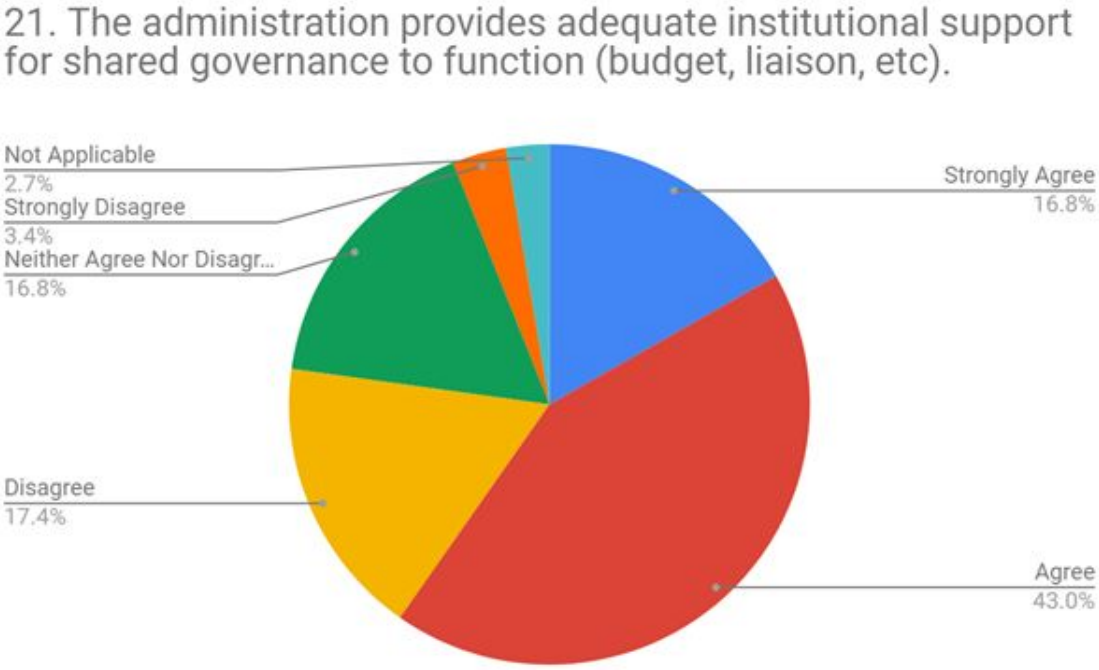
Structural Arrangements for Shared Governance

19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.



20. Staff determine how their own representatives are selected.




21. The administration provides adequate institutional support for shared governance to function (budget, liaison, etc).
Not Applicable
2.7%
Strongly Disagree
3.4%
Neither Agree Nor Disagr...
16.8%
Strongly Agree
16.8%
Disagree
17.4%
Agree
43.0%

Staff Senate Survey
On the State of Shared Governance
At Their Institution

Procedures
The following document serves as an overview of procedures for the Staff Senate Chair Survey of the State of Shared Governance on Campus. The primary user of these procedures is the Staff Senate Chairs.

Purpose
The purpose of the survey is to strengthen shared governance in the USM. The survey will be used to determine the state of shared governance on each of the campuses within the System.
The primary use of the survey is by the Chancellor in his annual performance evaluation of the USM Presidents in April. It provides the Chancellor with substantive data and feedback on improving shared governance practices within the individual institutions.

Who Completes the Survey?
The survey is to be completed by all elected staff senate representatives, including primary and alternate members (if applicable), at each institution within the System.

Timelines
The primary period to be considered for the survey is the previous calendar year (Jan 2018 – Dec 2018). To be used by the Chancellor in his evaluation of the Presidents, the timeline for collecting data about the previous calendar year is as follows:

- January 22, 2019: Final survey and communications approved by CUSS Membership.
- January 28, 2019: Survey is delivered to staff senate chairs for dissemination.
- February 28, 2019: Deadline for staff senate members to participate in the survey.
- March 31, 2019: The CUSS Chair completes the final report(s).
- April 1, 2019: The CUSS Chair provides full report at the Chancellor's Council Meeting and individual reports for the Presidents.
- April 19, 2019: The CUSS Chair provides an executive summary of survey results at the April Board of Regents meeting.

CUSS Executive Committee Responsibilities
The responsibilities for conducting and completing the survey and reports are divided between the Chair and Vice-Chair of CUSS. The Vice-Chair of CUSS is responsible for collecting the data. The Vice Chair is responsible for working with the institutional Staff Senate Chairs.
The CUSS Chair is responsible for completing the report submitted to the Chancellor.

New Presidents
Often the university has a new president who, at the time of the survey, has not yet served a full year. The staff senate members should complete the survey as best as possible, understanding that there is incomplete information.

Final Product
There are three final products. The first is the full report. It is an internal document shared with the Chancellor. The second document is the summary for each institution's President. This document is also an internal document. The third document is the executive summary. The executive summary is a public document for public consumption housed on the USM website's April BOR Meeting Agenda.

CUSS Shared Governance Survey Questions

All questions will be answered using a Likert Scale ranging from "Strongly Agree" to "Strongly Disagree," also including "Not Applicable." Additionally, all questions will allo participants an opportunity to provide written feedback. The survey will be conducted utilizing an online survey instrument.

Climate for Governance

1. Shared governance on our campus is alive and healthy.

Institutional Communications

2. There is excellent communication and consultation between the administration and the staff and senate leaderships.
3. Staff can openly communicate governance issues with cabinet/upper management.
4. Feedback is presented in a timely manner, be it positive or negative.

Senate's Role

5. The staff senate plays an important role in providing academic and administrative functions at the university.
6. Your role with staff council is valued.

The President's Role

7. Other than on rare occasions, the president seldom overturns staff decisions and recommendations
8. The president seeks meaningful staff input on those issues (such as budgeting) in which the staff has an appropriate interest but not primary responsibility.
9. The president is transparent in communicating decisions, changes and recommendations.
10. The president supports and advocates the principles of shared governance within colleges, divisions, and departments.
11. There is open communication with staff senate.

The Staff's Role

12. The administration is supportive of staff involvement in shared governance.
13. My immediate supervisor is supportive of my involvement in shared governance when I need to attend a related event or meeting during work hours.

Joint Decision Making

14. The administration utilizes staff involvement in the area of planning and strategic planning.
15. The administration recognizes staff involvement in budgeting and fiscal resource planning.
16. The administration recognizes staff involvement in academic affairs and program development.
17. The administration supports staff involvement in staff selection and hiring.
18. Structures and processes that allow for shared governance are clearly defined in the governance documents (e.g. staff handbook).

Structural Arrangements for Shared Governance

19. The staff senate and/or other institution-wide governance bodies meet on a regular basis.
20. Staff determine how their own representatives are selected.
21. The administration provides adequate institutional support for shared governance to function.

Other

22. Is there anything else you wish to communicate regarding shared governance on your campus? (Open-ended question)

COUNCIL of UNIVERSITY SYSTEM FACULTY

Report by the
Council of University Faculty (CUSF) Chair
to the USM Board of Regents
Monday, April 19, 2019

As the close of the academic year looms, we are working very hard on activities relating to our theme of preparing the faculty for the future of higher education, with subthemes of enhancing interprofessional educational approaches and increasing exposure to emerging technologies. Since my last report, we have held our March executive committee meeting at USM in Adelphi and our March council meeting at UMCES/IMET. We greatly thank Chancellor Caret and Board of Regents Chair Linda Gooden for attending a large part of the council meeting and engaging in discussion with us. We are also grateful to the UMCES administration for its generosity in hosting our meeting, and to UMCES President Goodwin for bringing greetings.

We are looking forward now to our next CUSF meeting, which will be held at Salisbury University on April 12th. We are excited that Dr. Randy Bass, a noted higher education leader from Georgetown University, will be our guest speaker at this meeting to discuss the impact on higher education of emerging technologies.

We are also planning our Senate Chairs' meeting, which will be held at USM later in April.

Ongoing activities:

Academic Integrity

Elizabeth Brunn, our CUSF Secretary, has diligently and successfully led the CUSF Education Policy Committee in its work, over two years, relating to academic integrity. A panel, which included Elizabeth as well as CUSF's immediate past-Chair Robert Kauffman and others, presented a webinar to campus-based teams as they prepared to attend an academic integrity convening. This convening, presented by CUSF and the Kirwan Center for Academic Innovation on March 26th, provided leadership and support to institutional teams, each of which was selected internally, in order to help the teams determine how best to build a culture of academic integrity that would become a true part of each campus' institutional identity. Elizabeth, Robert, and I served as co-facilitators on three different concurrent sessions during this convening, which was also greatly supported by CUSF Education Policy Committee members. We believe that the convening was effective in helping our campus leaders to understand this matter more

comprehensively, and CUSF will continue to work with the Kirwan Center to ensure that the efforts begun at the convening are sustainable at the individual campuses. CUSF has offered its support to the campuses in any way that they deem helpful, to include visits from small teams of CUSF members to engage campus stakeholders in ongoing training and discussion.

Faculty Evaluation

Ryan King-White, chair of our Faculty Concerns committee and CUSF Vice Chair-elect, has shown excellent leadership in his work related to faculty evaluation. At our March meeting, Ryan, Philip Evers, our current CUSF Vice Chair, and Elizbeth Clifford presented a very interesting panel on student evaluation of faculty. Their focus was on raising awareness about challenges, including some compelling findings about gender bias in this process, as well as solutions that might be shared with our USM institutional faculty and administrators. The committee is currently developing recommendations relating to this matter, which we expect to discuss in our April meeting.

Legislative Outreach

The significant issue of changes to retired faculty members' prescription drug benefits was brought to our attention over the past couple months by retired and current USM faculty. At our March Council meeting, our Legislative Affairs committee brought forth a resolution that CUSF reach out to our state government leadership to note our concerns about these changes. This resolution received strong support from attendees, and a motion on the resolution passed. I shared this news with Council of University System Staff (CUSS) Chair Lisa Gray, and she immediately asked if she might poll her membership to ask if they would like to join the resolution. The result was a joint CUSF-CUSS resolution that was then voted upon and supported by both CUSF and CUSS members. I sent letters containing this joint resolution to Governor Hogan and to the leadership of the Maryland State Senate and House of Delegates. The Governor's office responded that this is an important matter to the Governor. In addition, the Maryland state legislature has been working on a bill that aims to maintain some assistance relating to prescription coverage for retirees.

Elections

I am honored to have been elected to serve another year (my final term-limited year) as CUSF Chair, beginning on August 1, 2019. As noted above, CUSF elected Ryan King-White of Towson University, our current Chair of the Faculty Concerns Committee, to serve as Vice Chair. We will hold elections for CUSF Secretary and for two At-Large executive committee positions at our April meeting.

Shared Governance Survey

I submitted both a public and a confidential report on shared governance to Chancellor Caret on March 31st. These two reports are very similar, except that the confidential report includes the completed shared governance surveys submitted by the Senate Chairs/Presidents of each USM institution. The reports indicate that the state of shared governance overall within the USM is perceived to be good, but with some exceptions. The major themes with regard to these areas where improvement may be needed relate to shared governance at the sub-unit level,

perceived administrative bloat, and perceived failure to consult with faculty adequately on matters including budget and upper-level administrative hiring decisions. The reports include proposed solutions that CUSF may undertake, in support of the Chancellor, to resolve some of these issues. CUSF takes very seriously its role in enhancing shared governance throughout our System, as it is a special and important hallmark of higher education institution in this country.

As always, CUSF pledges to continue to support you in your work in any way that we can.

Respectfully submitted by Patricia Westerman, CUSF Chair

Schedule of Future CUSF Meetings

Month	Schedule of CUSF Council Meetings for 2018-19 Academic Year	Location
April	Friday, April 12, 2019	SU
May	Thursday, May 16, 2019	TU
June	Tuesday, June 18, 2019 (optional)	UB

Schedule of Senate Chairs' Meetings

Semester	Schedule of Senate Chairs' Meetings for 2018-19 Academic Year	Location
Spring	Wednesday, April 24, 2019	USM, Adelphi

DRAFT

University System of Maryland Board of Regents
Bowie State University
February 22, 2019

Minutes of the Public Session

Call to Order. Chair Linda Gooden called the meeting of the University System of Maryland Board of Regents to order at 8:31 a.m. on Friday, February 22, 2019 at Bowie State University. Those in attendance were: Chair Gooden; Regents Attman, Dennis, Fish, Frazier, Gossett, Gourdine, Johnson, Neall, Pevenstein, Pope, Rauch, Wallace, and Wood; Presidents Anderson, Breaux, Goodwin, Hrabowski, Loh, Miyares, Nowaczyk, Perman, Schatzel, Schmoke, Thompson, and Wight; Chancellor Caret, Vice Chancellors Boughman, Herbst, Hogan, Raley, and Sadowski; Ms. Wilkerson, and AAG Bainbridge.

Welcome from the Bowie State University (BSU). President Aminta Breaux welcomed the regents and presidents and highlighted accomplishments of BSU.

Educational Forum – Workforce Development was presented by Vice Chancellor for Administration and Finance, Ellen Herbst; and Sr. Vice Chancellor for Academic Affairs and Student Life, Joann Boughman.

Chancellor's Report. Chancellor Caret started by thanking Bowie State University and President Breaux for hosting. He highlighted accomplishments at BSU, as well as at several other USM institutions. He provided a brief overview of the Governor's budget proposal and noted that it demonstrates Maryland's commitment to higher education. He discussed CSU President Maria Thompson's announcement that she is stepping down at the end of June and said that a presidential search committee will be announced soon. He also made note of the UMCP presidential search and that Regent Attman will serve as chair of that search committee. He announced the departure of Jeff Neal, Vice Chancellor for Communications and Marketing. He closed by taking a moment to remember Don Langenberg, Chancellor of the USM from 1990 to 2002, who passed away in January.

1. Report of Councils

    a. University System of Maryland Student Council. Regent Frazier presented the report. The USMSC met on February 10th. Topics discussed included the legislative session, student representation on hiring and selection committees, mental health resources, and the shared governance report.
    b. Council of University System Staff. Ms. Larkins presented the report. CUSS met in January and discussed topics including the shared governance report, a special

election for Vice Chair, Board of Regents Staff Awards, scheduling appointments with legislators, and reviewing the bylaws.

c. Council of University System Faculty (CUSF). Dr. Westerman presented the report. CUSF has held two Executive Committee meetings and two Council meetings since the last BOR meeting. At those meetings, topics discussed included shared governance, the Coalition case, preparing faculty for the future of higher education, open educational resources, academic integrity, faculty evaluation, and legislative outreach.

d. Council of University System Presidents. Dr. Perman presented the report. CUSP met on January 7th and February 4th. Topics discussed at the January meeting included an overview of the legislative session, an update on UMUC's name change, revisions to the real property policy, and a discussion of how anonymous complaints are handled. Topics for the February meeting included the final Health Professions Workforce report, reporting on implementation of the Walters Report, budget updates, using the summer session more efficiently, and the Governor's Opportunity Zone Task Force and the MD Tech Infrastructure Fund.

2. Consent Agenda. The Consent Agenda was presented to the regents by Chair Gooden. She asked if there were any items on the agenda that should be removed for further discussion. There were no requests to remove any items; therefore, Chair Gooden moved, and Regent Pope seconded the motion to accept the consent agenda; it was unanimously approved. The items included were:

   a. Committee of the Whole
      i. Approval of meeting minutes from December 14, 2018 Public and Closed Sessions (action)
      ii. Approval of meeting minutes from January 8, 2019 Special Board Meeting for Public and Closed Sessions (action)
      iii. Approval of meeting minutes from January 30, 2019 Special Board Meeting for Public and Closed Sessions (action)

   b. Committee on Education Policy & Student Life
      i. Approval of meeting minutes from January 15, 2019 Public and Closed Sessions (action)
      ii. New Academic Program Proposals (action)
         1. University of Maryland, Baltimore County: Bachelor of Science in Middle Grades STEM
         2. Frostburg State University: Combined Bachelor of Science in Exercise and Sport Science/Master of Science in Athletic Training
         3. Frostburg State University: Master of Science in Athletic Training
         4. Towson University: Master of Education in Gifted and Creative Education
         5. University of Maryland, Baltimore: PhD in Health Professions Education
         6. University of Maryland, College Park: Bachelor of Arts in Philosophy, Politics and Economics

7. University of Maryland, College Park: Bachelor of Science in Embedded Systems and Internet of Things
8. University of Maryland, College Park: Bachelor of Science in Human Development
9. University of Maryland, College Park: Bachelor of Science in Neuroscience

iii. Update: Academic Integrity (information)
iv. Results of New Program 5-Year Enrollment Review (information)
v. Results of Periodic Reviews of Academic Programs (information)
vi. Update: Kirwan Commission on Innovation and Excellence in Education (information)
vii. Report on Extramural Funding – FY 2018 (information)
viii. Report: Intercollegiate Athletics FY 2018 Academic Summary Report (information)

c. Committee on Finance
   i. Approval of meeting minutes from January 31, 2019 Public and Closed Sessions (action)
   ii. Revisions to USM Real Property Policies and Procedures (action)
   iii. Review of USM Affiliated Entities: Affiliated Foundations, Business Entities, and High Impact Economic Development Activities (information)
   iv. University System of Maryland: Report on FY 2018 Procurement Contracts (information)

d. Committee on Economic Development and Technology Commercialization
   i. Approval of meeting minutes from December 7, 2018 and January 31, 2019 Public Session (action)

e. Committee on Advancement
   i. Approval of meeting minutes from February 13, 2019 Public Session (action)
   ii. Year-to-date Fundraising Report FY 2019 December (information)

f. Committee on Organization and Compensation
   i. Review of Policy on Government Relations - IX–1.0 (action)
   ii. Presidential Search Guidelines (action)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Finance
   i. University System of Maryland: Summary of Intercollegiate Athletics Workgroup Review of Program Finances. Regent Pevenstein provided the summary.
   ii. Audited Financial Statements and Credit Rating Agencies Update. Regent Pevenstein provided the update.

b. Committee on Advancement
    i. University of Maryland, College Park: Renaming Request. (Regent Gossett moved and Regent Pope seconded the motion; it was unanimously approved.)

c. Committee of the Whole
    i. Technical Corrections to the Bylaws. (Regent Gooden moved and Regent Wallace seconded the motion; Regent Gossett made a note to make it clear in a future more comprehensive review that we hire independent auditors; it was unanimously approved.)
    ii. UMCP Update on Implementation of the Walters Report Recommendations. President Loh provided an update on the implementation of the recommendations of the Walters Report, noting that 18 of the 20 recommendations have been fully implemented and the other two are in progress. He also noted that 16 of the 21 Football Commission recommendations have been implemented, while the rest are in progress.
    iii. Update on Southern Maryland Higher Education Center. Vice Chancellor Herbst provided an update on the Southern Maryland Higher Education Center, noting that it will become USM's third Regional Higher Education Center on March 1st.
    iv. Other Updates. Regent Pope provided an update on the Risk Management Workgroup and the Regents were updated on the status of Senate Bill 719, which affects the composition and structure of the Board of Regents.

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

Meeting adjourned at 10:51am.

DRAFT
USM Board of Regents
Bowie State University
Minutes from Closed Session
February 22, 2019

Minutes of the Closed Session

Chair Gooden called the closed session of the Board Meeing to order at 11:11 a.m. on Friday, February 22, 2018.

Those in attendance: Chair Gooden; Regents Attman, Dennis, Fish, Frazier, Gossett, Gourdine, Johnson, Neall, Pevenstein, Pope, Rauch, Wallace, Wood; Chancellor Caret; AAGs Bainbridge and Langrill; and Ms. Wilkerson.

1. **Consent Agenda.** The Regents voted to approve the consent agenda.

2. **Meeting with the Presidents.** The Board met individually with Salisbury University President Wight, University of Maryland Baltimore Country President Hrabowski, University of Maryland, College Park President Loh, and Bowie State University President Breaux as part of their performance reviews. (§3-305(b)(1)(i))

3. **Report on Expenditures under the Football Commission Contract:** The Regents discussed the costs of the UMCP Football Commission and the process by which the contract was developed. (§ 3-103(a)(1)(i)).

4. **Discussion of an Individual's Employment Contract.** The Regents discussed the details of an individual's employment contract. (§3-103(a)(1))

Meeting adjourned at 2:31 p.m.

DRAFT

USM Board of Regents
Special Board Meeting Via Conference Call
Minutes from Public Session
March 5, 2019

Minutes of the Public Session

Chair Gooden called the public session of the Special Board Meeting to order at 5:31 p.m. on March 5, 2019.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Fish, Frazier, Gossett, Gourdine, Neall, Pevenstein, Pope, Wallace, and Wood; Chancellor Caret; AAGs Bainbridge and Langrill; Vice Chancellor Hogan; Mr. Abbruzzese; and Ms. Wilkerson.

1. **USM – UMCP Foundation MOU.** The Regents reviewed an MOU between the University System of Maryland Board of Regents and the University of Maryland, College Park Foundation to formalize. The Regents voted to approve the MOU.

2. **Reconvene to Closed Session.** Chair Gooden read the statement to close a meeting. Regent Gossett moved to reconvene in closed session, and the Regents unanimously voted to reconvene is closed session.

Meeting adjourned at 5:46 p.m.

DRAFT

USM Board of Regents
Special Board Meeting Via Conference Call
Minutes from Closed Session
March 5, 2019

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 5:47 p.m. on March 5, 2019.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Fish, Frazier, Gossett, Gourdine, Neall, Pevenstein, Pope, Wallace, and Wood; Chancellor Caret; AAGs Bainbridge and Langrill; Vice Chancellor Hogan; Mr. Abbruzzese; and Ms. Wilkerson.

1. **Discussion Regarding Communication Strategy Concerning Inquiries about a USM Personnel Matter.** The Regents discussed how it will respond to inquiries involving a USM personnel matter. (§3-305(b)(1)(ii)); (§3-103(a)(1)).

The meeting adjourned at 6:18 p.m.

DRAFT

USM Board of Regents
Special Board Meeting Via Conference Call
Minutes of the Public Session
March 19, 2019

Minutes of the Public Session

Chair Gooden called the public session of the Special Board Meeting to order at 4:32 p.m. on March 19, 2019.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Dennis, Fish, Frazier, Gossett, Gourdine, Holzapfel, Neall, Pevenstein, Rauch, and Wood; Chancellor Caret; AAGs Bainbridge and Langrill; Vice Chancellors Hogan and Herbst; Mr. Weinhold; and Ms. Wilkerson.

1. **Reconvene to Closed Session.** Chair Gooden read the statement to close a meeting. Regent Gossett moved to reconvene in closed session, and the Regents unanimously voted to reconvene is closed session**.**

The meeting adjourned at 4:34 p.m.

DRAFT

USM Board of Regents
Special Board Meeting Via Conference Call
Minutes from Closed Session
March 19, 2019

Minutes of the Closed Session

Chair Gooden called the closed session of the Special Board Meeting to order at 4:45 p.m. on March 19, 2019.

Those in attendance: Chair Gooden; Regents Attman, Bartenfelder, Dennis, Fish, Frazier, Gossett, Gourdine, Holzapfel, Neall, Pevenstein, Rauch, and Wood; Chancellor Caret; AAGs Bainbridge and Langrill; Vice Chancellors Hogan and Herbst; Mr. Weinhold; and Ms. Wilkerson.

1. **Communication Strategy Concerning Institutional Boards and Board of Regents Financial Disclosures.** Ms. Wilkerson discussed the development of communication strategy around inquiries related to financial disclosures concerning boards at USM institutions and the Board of Regents. (§3-103(a)(1))

2. **Communication Strategy Concerning Proposed Budget Cut and Impact to the System.** Vice Chancellors Herbst and Hogan discussed the proposed cuts to the University System of Maryland Office and their implications and how to communicate the impact of these proposed cuts. (§3-103(a)(1))

3. **Communication Strategy Concerning a USM Personnel Matter.** The Regents discussed how it will respond to inquiries involving a USM personnel matter. (§3-305(b)(1)(ii))

The meeting adjourned at 5:18 p.m.

Board of Regents
Committee on Education Policy and Student Life

DRAFT Minutes
Public Session

The Committee on Education Policy and Student Life (EPSL) of the University System of Maryland (USM) Board of Regents met in public session on Tuesday, March 5, 2019 at the University of Maryland, Baltimore County. The meeting was convened at 9:39 a.m. Committee members present were: Regents Gourdine (chair), Dennis (phone), Johnson, Fish, Frazier, and Wood. Chancellor Caret was also present.

The following were also in attendance: Ms. Bainbridge, Dr. Beise, Dr. Boughman, Mr. Bowden, Dr. Coleman, Mr. Cooper, Dr. Drimmer, Ms. Feagin, Dr. Garvin, Dr. Gibson, Ms. Jamison, Dr. Jarrell, Dr. Lee, Dr. Lily, Mr. Lurie, Dr. Ma, Dr. Moriatry, Ms. Murray, Ms. O'Grady-Cunniff, Dr. Olmstead, Mr. Prouty, Dr. Reitz, Ms. Rhen, Dr. Rous, Dr. Santamaria-Makang, Dr. Shapiro, Dr. Smith, Dr. Straub, Dr. Westerman, Dr. Young, and other guests.

Chair Gourdine welcomed all to the meeting and thanked Regent Johnson for chairing the January meeting.

Action Items

New Academic Program Proposals

University of Maryland, College Park: Master of Science in Applied Economics

Dr. Betsy Beise, Associate Provost, and Dr. John Straub, Program Director presented the proposal to offer the Master of Science (MS) in Applied Economics. Since fall 2012, UMCP has offered a Master of Professional Studies (MPS) in Applied Economics. The current proposal would establish a stand-alone MS degree. The curriculum for the proposed program will comprise the core and field courses that already exist in the MPS in Applied Economics. The degree change to a MS allows the Applied Economics program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). This status will also attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. This program is also necessary, because the master's degree has become an important, and sometimes mandatory, credential in the economics profession. Since the program began in 2012, it has been a stable program with a strong enrollment. That is expected to be sustained during this transition. This program will be ideal for working professionals and has proven successful, as MPS graduates are finding employment (most with federal government agencies) and realizing promotions. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to establish a Master of Science in Applied Economics. The motion was moved by Regent Wood, seconded by Regent Frazier, and unanimously approved.

University of Maryland, College Park: Master of Science in Geospatial Information Sciences

Dr. Betsy Beise, Associate Provost, and Dr. Jianguo Ma, Program Director, presented the proposal to offer the Master of Science (MS) in Geospatial Information Sciences. Since fall 2008, UMCP has offered a Master of Professional Studies (MPS) in Geospatial Information Sciences (GIS). The intent of this proposal is to create a stand-alone MS in Geospatial Information Sciences. Although the curriculum for the proposed degree will be the same as that of the MPS, the change to a MS allows the Geospatial Information Sciences program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). Giving a proper CIP classification to the program will help attract more highly-skilled domestic and international students. This status will also attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. This field has a wide range of application areas such as transportation logistics, network analysis, emergency management, urban planning, and environmental research. In the Washington DC metropolitan area, there is a high concentration of government agencies and various other organizations that have high demand for skilled GIS professionals. Since the program began in 2008, it has been stable with a strong enrollment that is expected to be sustained during this transition. In response to regents' questions, the presenters noted that the Geospatial Information Sciences program differs from the Geospatial Intelligence program, because the former is the broader, more generic study of the field, and the latter is more focused on application. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to establish a Master of Science in Geospatial Information Sciences. The motion was moved by Regent Fish, seconded by Regent Johnson, and unanimously approved.

University of Maryland, College Park: Master of Science in Geospatial Intelligence

Dr. Betsy Beise, Associate Provost, and Dr. Ruibo Han, Program Director, presented the proposal to offer the Master of Science (MS) in Geospatial Intelligence. Since fall 2017, UMCP has offered a Master of Professional Studies (MPS) in Geospatial Intelligence. The current proposal would create a stand-alone MS. Although the curriculum for the proposed MS in Geospatial Intelligence will be the same as that of the MPS, the degree change to a master's of science allows the program to be properly-designated as a STEM program in the Federal Classification of Instructional Programs (CIP). The proper CIP classification for the Geospatial Intelligence program will increase its market visibility to students. This status will attract more highly-skilled domestic and international students to the program, allow for extended stay in the United States after graduation (as dictated by Homeland Security), and increase opportunities for scholarships and fellowships. The program will provide workforce-focused training in cutting-edge topics in geospatial intelligence, geographic information science, remote sensing, and data science in the big data era. The MS in Geospatial Intelligence will provide the skills and expertise graduates need to lead new initiatives in the rapidly-shifting landscape of defense and security applications as related to the fields of national security, machine intelligence, business intelligence, criminology, government, and emergency management. Graduates would be prepared to work for the government and private sector, and most graduates are in the federal government. The curriculum in Geospatial Intelligence is distinct from Geospatial Information Sciences, which is also being proposed at this meeting, in that it has a stronger focus on remote sensing, information management, information security, and data analytics. Although still relatively new, the Geospatial Intelligence program is popular, and program officials expect this momentum to remain. The proposal has gone through the standard

USM approval process with institutions having time to submit objections. There have been no objections, and there are no concerns about program duplication.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to establish a Master of Science in Geospatial Intelligence. The motion was moved by Regent Frazier, seconded by Regent Wood, and unanimously approved.

Proposal of New Academic Titles and Ranks

Dr. Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs, with assistance from Dr. Philip Rous, provost, UMBC, and Dr. Bruce Jarrell, Provosts, UMB, presented the requests for approval for the *University of Maryland, Baltimore to establish the ranks of: Graduate School Assistant Professor, Graduate School Associate Professor, and Graduate School Professor* and for the *University of Maryland, Baltimore County to establish the ranks of: Part-Time Adjunct III and Full-Time Principal Lecturer*. Upon approval, these ranks and titles would be included in their institutional appointment, promotion/rank, and tenure policies (APT; ART) and, subsequently, used by faculty. Currently, faculty ranks are listed in the USM Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00). Section II. A. 2., Faculty Ranks, Promotion, Tenure, and Permanent Status; General Principles, of the USM APT policy states that new ranks and titles are subject to the approval of the Board of Regents. Additionally, prior to the current requests, new ranks and titles approved by the board would have been inserted in the aforementioned USM policy. However, the Office of Academic and Student Affairs plans to revise the APT policy with a major change being the deletion of the entire section of several pages that lists every faculty title at every USM institution. Subsequently, USM staff, in consultation with the Office of the Attorney General, supports these institutions' requests for approval to insert these titles and ranks to their institution's appointment, promotion/rank, and tenure policies without inserting the titles to the USM APT policy. The change is needed at UMB, as the Graduate School has become more established and desires titles to accommodate the work being done by faculty within that school. Currently, many function with the title of lecturer, but school officials believe the shift to one of the aforementioned titles will promote recruitment and retention efforts. UMBC requests the new titles, as there are adjuncts who have been dedicated and engaged members of the faculty for many years, and they hit a ceiling at Adjunct II. Moreover, recommendations to create the requested titles were put forth in the institution's strategic plan and during the Middle States accreditation process. Both institutions worked with their institution's shared governance to create these proposals. Even though one institution having these titles would not obligate every institution to have the same titles, USM has consulted with the institutions' provosts, and there are no objections to this process. Letters are attached to describe the following requests to adopt the identified ranks and titles for use at the respective institution.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore to establish the ranks of: Graduate School Assistant Professor, Graduate School Associate Professor, and Graduate School Professor. The motion was moved by Regent Wood, seconded by Regent Johnson, and unanimously approved.

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University of Maryland, Baltimore County to establish the ranks of: Part-Time Adjunct III and Full-Time Principal Lecturer. The motion was moved by Regent Dennis, seconded by Regent Fish, and unanimously approved.

Proposed USM Student Council Constitutional Amendments
Mr. Roy Prouty, President of the USM Student Council (USMSC), presented these constitutional amendments to the committee. Concerns were raised at the September 2017 meeting of the USMSC related to the congruence of the documents that govern the USMSC. Mr. Prouty and the USMSC worked to create a draft constitution that broadly describes the USMSC and some of its functions while moving more procedural functions to the Bylaws. In March 2018, the committee initially proposed that the USMSC Constitution and the USMSC Bylaws should be modified to:

1. State the composition of the USMSC. Additional regional centers or institutions will therefore require an amendment to this document.
2. Discuss only structure of USMSC in Constitution. Responsibilities of members, Executive Council, and Board of Directors will be detailed in Bylaws.
3. Delegate points of procedure not relating to the Constitution itself (e.g., amendment procedures) to the Bylaws.

Changes can be viewed in the files presented with this agenda item. The USMSC's desire to amend the constitution does not reflect changes in the group's functions, but a wish to streamline their guiding documents. These amendments were discussed during the October 2018 and February 2019 USMSC meetings. On February 10, 2019, the USMSC unanimously approved these proposed amendments.

Based on Regent Fish's inquiry, Dr. Boughman explained that USMSC Bylaw amendments do not need BOR approval, but that as USM liaisons to the USMSC, Dr. Boughman and Dr. Zakiya Lee (Assistant Vice Chancellor for Academic and Student Affairs) would help the students navigate and manage making amendments to the Bylaws or creating separate documents to help guide the Council's work. It was also recognized that some of the Council's functions are described in the USM Policy on the USM Student Council (I-3.00)

The Chancellor recommends that the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from the University System of Maryland Student Council to amend its Constitution as noted above and in the supporting documents. The motion was moved by Regent Dennis, seconded by Regent Frazier, and unanimously approved.

Information Items

Update: Civic Education and Civic Engagement Efforts
Dr. Nancy Shapiro, Associate Vice Chancellor for Outreach and Engagement, USM; Dr. Deb Moriarty, Vice President for Student Affairs, Towson; and Dr. Karen Olmstead, Provost, Salisbury, presented this update on the USM's civic education and civic engagement efforts. The presenters reviewed the key recommendations (from the May 2018 report) that guides this work.

1. Encourage Carnegie Community Engagement classification for all USM institutions.
2. Encourage voting by using the National Study of Learning, Voting, and Engagement data to document and assess progress toward higher voter participation from each institution.
3. Expand opportunities for service/action learning for undergraduate students in all majors to engage in real world applications of their learning through coursework and community leadership programs.
4. Establish a Civic Learning and Democratic Engagement workgroup as an ongoing USM workgroup with responsibility for defining goals, and overseeing progress toward goals
5. Consider establishing a Regents "designated priorities" fund, for awarding seed grants to institutions to implement civic learning and civic engagement recommendations.

Three workgroups have emerged from this work, and highlights are as follows:

Voting and Census
Dr. Shapiro noted that in 2016, USM institutions outpaced other NSLVE 4-year public institutions in terms of:

Voting rate: 59.7% compared to 52%
Registration rate: 82.9% compared to 75.8%
Registered-and-voted rate: 71.8% compared to 68.5%

Also, from 2012 to 2016, USM institutions improved in 2 out of 3 categories:

Voting rate: from 56.2% to 59.7% (+2.3)
Registration rate: from 78.1% to 82.9% (+3.3)
Registered-and-voted rate: from 72.2% to 71.8% (-0.4)

This subgroup will turn its focus to prioritizing census activities on campus,

Carnegie Classification
Dr. Moriarty shared that Carnegie Classification is the ultimate national recognition given to community-engaged institutions. "The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement." (https://www.brown.edu/swearer/carnegie). Towson earned this recognition in 2008 and renewed in 2014. Institutions applying by April 15, 2019 include Frostburg, Salisbury, UMB, and UMBC. UMCP, UB, CSU, and UMES are building campus dialogue and infrastructure to be positioned to apply in the 2025 cycle. The workgroup and USM staff will support the institutions that are applying for and preparing to apply for the designation through the very long and complicated process. In response to Regent Gourdine's inquiry, Dr. Moriarty described the high degree to which receiving this classification requires integration across the institution including, but not limited to, co-curricular activities, classroom learning, and service learning.

Curriculum Integration
Dr. Olmstead shared that the curriculum integration group has reviewed and updated the inventory of activities and partnerships in USM BOR Workgroup Report, identified opportunities for collaboration and researching best practices, identified strategies to mitigate gaps within/across USM institutions in civic engagement and civic education, and is planning to convene a faculty professional development conference for AY19-20.

Dr. Shapiro concluded by noting that this work is moving along well, but that we are always looking to improve. She also stated that the funding initiative to help support this work was not fulfilled but that future requests should be made.

Update: USM P-20 Initiatives
Dr. Nancy Shapiro, USM Associate Vice Chancellor for Outreach and Engagement, presented this report to the committee. Shapiro noted that the P-20 work was started by former Chancellor Don Langenberg, who recently passed. The fact that this work has been in place and thriving for over 20 years is a testament to his leadership. The USM P-20 Office (within the Office of Academic and Student Affairs) serves as a single point of contact for the education segments from the P-12 schools through community colleges to independent and public four-year universities to collaborate on shared objectives of building seamless educational experiences for students from kindergarten through college and career.

Major initiatives include:

MCCE

The work of the P-20 office has expanded with the addition of the new Maryland Center for Computing Education (MCCE). The MCCE team has started organizing the center, connecting with school districts, and creating summer professional development programs for over 200 Maryland teachers to be held later in 2019. They will also continue assisting all Maryland school systems as they develop and implement their plans for making computer science opportunities available to all students in the state.

BPower

John Brenner, Director of Early College Initiatives at the University of Baltimore, leads and continues to expand this work. Dual enrollment headcount at UB has grown twentyfold since 2016, and partner high schools and community-based partners increased tenfold. Growth included the participation of middle school students, and the efforts are now at the cusp of reaching nearly every eligible public high school in Baltimore. Significant steps have been made in establishing a consortium of higher education collaborators. Work will continue between several stakeholders including UB, Baltimore City Community College, the Baltimore City Public Schools, Coppin, and Morgan.

Teacher Workforce Workgroup

The Kirwan Commission has identified teaching and teachers as critical to improving public education in Maryland, and USM provides almost 70% of the Maryland-prepared teachers. A newly-established Teacher Workforce Workgroup will examine matters of quantity and quality in producing an appropriate teacher workforce for our state and advising System leadership and the Regents on how the USM can best shape its resources in that effort, in anticipation of the FY2021 Enhancement Request. Dr. DeBrenna Agbenyiga, Provost at Bowie State University, and Dr. Laurie Mullen, Dean of Education at Towson University, will co-chair the workgroup composed of all ten USM Education Deans and Directors, USM's Institutional Research office, and augmented by representatives from the Maryland Independent College and University Association, the Maryland Association of Community Colleges, the Maryland State Department of Education, and the Maryland Higher Education Commission.

First in the World Maryland Mathematics Reform Initiative (FITW-MMRI)

USM received a four-year, three-million-dollar grant from the U.S. Department of Education in 2015. The grant addresses the high number of undergraduate students placing into non-credit developmental mathematics courses. In collaboration with seven community colleges and five USM institutions, USM has supported the development of a statistics pathway that accelerates students' progress through general education required mathematics courses. The evaluation of the first cohort of 2000 students in 10 different institutions showed that students in the new pathways courses passed at a higher rate than students in traditional college algebra courses.

Regent Wood congratulated Dr. Shapiro on the work being done, noted work he knows is happening within the USM, and suggested that we make all efforts to ensure our good work is being shared with, offered to, and utilized by as many community stakeholders as possible.

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Fish, seconded by Regent Frazier, and unanimously approved. Regent Gourdine adjourned the meeting at 11:30 a.m.

Respectfully Submitted,

Regent Michelle Gourdine
Chair

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, College Park: Master of Science in Applied Economics

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: Since fall 2012, the University of Maryland, College Park has offered a Master of Professional Studies (MPS) in Applied Economics. The intent of this proposal is to create a stand-alone Master of Science (MS) in Applied Economics. The curriculum for the proposed MS in Applied Economics will comprise of the core and field courses that already exist in the MPS in Applied Economics. The degree change to a master's of science allows the Applied Economics program to be properly designated as a Science, Technology, Engineering, and Math (STEM) program in the Federal Classification of Instructional Programs (CIP). The assignment of a STEM CIP will attract more highly-skilled domestic and international students to the program.

In addition, the master's degree has become an important credential in the economics profession. Until recently, most professional analysists in the profession seeking a graduate credential enrolled in a PhD program in economics that did not require a master's degree or took different career paths. Increasingly there is a growing pool of research analysists seeking careers as applied economists who wish to pursue a master's degree as their next credential before embarking upon the Ph.D. Furthermore, many employers, including several federal government agencies, are now requiring a master's degree for employment and/or advancement beyond an entry-level position when the Ph.D. is not required. The proposed MS in Applied Economics will highly support the need for qualified professionals to meet the workforce credential gap in the economics profession.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Science in Applied Economics.

COMMITTEE RECOMMENDATION: Approval		DATE: March 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

February 4, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new Master of Science program in Applied Economics. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Gregory Ball, Dean, College of Behavioral and Social Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Applied Economics
Title of Proposed Program

Master of Science	**Fall 2019**
Award to be Offered	Projected Implementation Date
220401	**45.0603**
Proposed HEGIS Code	Proposed CIP Code
Economics	John Straub
Department in which program will be located	Department Contact
301-405-3531	straub@umd.edu
Contact Phone Number	Contact E-Mail Address
[signature]	2/4/19
Signature of President or Designee	Date

A. Centrality to the University's Mission and Planning Priorities

Description.

Overview and Purpose. Since fall 2012, the University of Maryland, College Park has been offering an iteration of its Master of Professional Studies (MPS) in Applied Economics. The intent of this proposal is to move the existing curriculum out from under the MPS umbrella and create a stand-alone Master of Science (MS) in Applied Economics. This change would allow the Applied Economics program to be properly designated as a Science, Technology, Engineering, and Math (STEM) program in the Federal Classification of Instructional Programs (CIP). Assigning the proper CIP number to the curriculum will help attract more highly skilled domestic and international students. For domestic students, a STEM designation will enhance their scholarship applications and opportunities for career improvement. For international students, the additional 24 months of Optional Practical Training (OPT) that is permitted for STEM-designated programs will benefit their future job searches.

The program's curriculum will be the same as the existing MPS iteration. Housed in the Department of Economics within the University of Maryland College of Behavioral & Social Sciences, the proposed MS in Applied Economics program will continue the curriculum of the nationally ranked MPS program (Ranked #3 in the Financial Engineer's ranking of US economics master's degree programs and Ranked #10 in the ranking by College Choice). Focusing on the application of modern economic analysis to public policy questions, the 10-course, 30-credit MS in Applied Economics will continue to emphasize the role of applied econometric analysis, with a particular focus on real-world policy-relevant examples. Like the current MPS, the proposed MS in Applied Economics will continue to provide rigorous training in economic reasoning, formulating and estimating economic models, and utilizing quantitative methods to evaluate policy proposals and programs.

Relation to Strategic Goals. In a world that is becoming increasingly complex, where success is driven not only by *what* you know, but by what you *can do* with what you know, it is more important than ever for students to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the types of skills that students will develop in the proposed MS in Applied Economics program. Specifically, the proposed MS in Applied Economics contributes to the University's mission to "advance knowledge in areas of importance to the State, the nation, and the world." The MS in Applied Economics will continue to extend the university's learning community beyond the campus boundaries and fill demonstrated needs at the State and Federal level.

Funding. As previously noted, the Economics Department already offers a self-supported MPS in Applied Economics and has existing faculty and facilities in College Park and Washington, DC to support the program. The proposed change from an MPS to an MS does not require the development of any additional courses or the hiring of additional faculty. As it has been with the current MPS, tuition revenue for the proposed MS in Applied Economics will provide funding to pay all program expenses (e.g., salaries, benefits, program materials, and physical resources).

Institutional Commitment. The Economics Department has already secured the administrative, instructional, advising, and facilities infrastructure that are required to operate the proposed MS in Applied Economics program. Reporting to the Department Chair and to the Director of Graduate Studies, the Applied Economics Program Director serves as the academic adviser to all students. Two

part-time program coordinators support the Program Director—one for the semester-based program in College Park, and one for the quarter-based program in Washington, DC.

In the unlikely event that the program is no longer financially viable, program faculty and staff would continue to support and teach the necessary courses to allow enrolled students to complete their degree within a reasonable and customary period of time.

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

Need. Over the last seven years, the current MPS program has been taught by faculty from the Economics Department and by other PhD economists working at some of the most prominent and influential private, governmental, and non-governmental organizations in the greater Washington DC area. These highly qualified practitioners have developed specific course syllabi that provide the precise training that students need to be successful analysts in the same kinds of organizations that currently employ many of the program's adjunct faculty. Graduates from the current MPS in Applied Economics program have been recruited and hired by a variety of employers including Federal Government Agencies, International Organizations (e.g., World Bank, International Monetary Fund), and private consulting firms.

In conjunction with the undergraduate program in the Economics Department and the UMD Career Center, the Applied Economics program organizes recruiting events in October and February of each year. The employment rate for Applied Economics graduates has been outstanding since the program's inception. In calendar 2016, 26 of 27 graduates were employed in the field within three months of graduation. In calendar 2017, 44 of 45 graduates were employed within three months of graduation. For the May 2018 graduates, 26 of the 28 domestic graduates are now working in the economics field as applied economists. The high employment rates for Applied Economics graduates are a testament to the need for skilled economists and the value that employers place on the training students receive in the Applied Economics master's program.

State Plan. The proposed MS in Applied Economics program aligns with the emphasis on career training highlighted in the *Maryland State Plan for Postsecondary Education*. Specifically, strategy number seven of the *Maryland State Plan* identifies a need to "Enhance career advising and planning services and integrate them explicitly into academic advising and planning."[1] A substantial focus of the Applied Economics program revolves around employment preparation. Throughout the program, students have access to faculty, staff, and guest lecturers who provide career planning assistance, resume and cover letter editing, and internship opportunities. The vast majority of students begin working at jobs and internships well before they graduate, which results in valuable peer-to-peer networking opportunities as well. The Applied Economics program also advances the need for expanding educational opportunities and choices for minority and educationally disadvantaged students in institutions of higher education. Since inception, approximately 34% of the students served in the Applied Economics program identify as belonging to groups underrepresented in higher education.

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

[1] Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education.* (p. 60). Retrieved October 29, 2018 from: http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf.

Since its inception, more than 90% of the program's domestic graduates have found employment in the economics field within three months of graduation. Of the five international graduates in the 2018 graduating class who are still in the US, three are working at OPT internships, one is still seeking an internship, and the other has enrolled in a subsequent graduate program at George Washington University.

The US Bureau of Labor Statistics handbook lists the number of jobs for economists as growing by 6% between 2016 and 2026, with those with a graduate degree having the best prospects.[2] The state of Maryland Labor, Licensing, and Regulation department shows economist positions increasing by 3.8% by 2026.[3] The actual job prospects for graduates of this program extend beyond this narrow category, however, as economic analysis is a skill that is necessary in a variety of industries and professions. In the last 3 years, graduates of the program have been hired many organizations, which are identified in Appendix D.

D. Reasonableness of Program Duplication

The current MPS in Applied Economics at UMD has co-existed with the MS in Applied Economics offered at Johns Hopkins University since the fall of 2012. The demonstrated demand for the economics education, along with UMD's substantially lower tuition rate ($32,500 compared to $43,850), justifies the need and anticipated continued success of the Applied Economics program at UMD.

E . Relevance to Historically Black Institutions (HBIs)

Morgan State University offers a Master of Arts in Economics through its College of Liberal Arts. As with the MS in Applied Economics at Johns Hopkins, the programs have successfully co-existed since 2012 because of sufficient market demand, and complementary geographical reach. The only potential impact that is anticipated from converting UMD's Applied Economics degree from MPS to MS is the enhancement of internship opportunities available to international students and graduates of the UMD's program.

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

The UMD has already been offering the MPS in Applied Economics since 2012. The UMD has also been offering Bachelor's and PhD programs in economics for decades. Converting the UMD's Applied Economics degree from an MPS to an MS degree would not have an impact on the uniqueness of institutional identity of any Maryland HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. When the program was established as an MPS, economics faculty were primarily responsible for developing the program's curriculum. Based mostly on their world-class academic research, our economics department is consistently ranked among the top 20-30 departments in the US. Many of our faculty also have strong ties to applied work being done in many policy-relevant

[2] US Bureau of Labor Statistics. (April 30, 2018). *Occupational Outlook Handbook: Economists*. Retrieved from: https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm.
[3] Maryland Department of Labor, Licensing & Regulation. (January 31, 2019). Maryland Occupational Projections – 2016-2026 – Workforce Information and Performance. Retrieved from http://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml.

areas. Over the last 7 years, we have staffed the program's courses with members of our department's teaching faculty, and with PhD economists working at the DC area's many private, governmental, and non-governmental organizations. These highly qualified practitioners have developed specific course syllabi that provide exactly the kind of training that students need to be successful analysts in the same kinds of organizations where many of our instructors work.

Faculty Oversight. The program will be housed in the Economics Department in the College of Behavior & Social Sciences and taught by department faculty who have extensive academic and industry experience. See appendix B for a complete list of faculty credentials. Dr. John Straub, will continue to serve as the Program Director and have overall responsibility for all academic aspects of the program. The proposed program will continue to be administered through the UMD's Office of Extended Studies.

Educational Objectives and Learning Outcomes. In preparation for career paths in Economics, the proposed MS in Applied Economics program will train students with the objective of developing the following skills:

1. The collect, evaluate, understand and analyze economic data.
2. To understand and interpret statistical results and apply empirical evidence to economic arguments.
3. To articulate and apply standard macroeconomic theories and models to policy discussions.
4. To articulate and apply standard microeconomic theories and models to policy discussions.
5. To interpret and communicate economic models to a wider audience.
6. To measure and evaluate the effectiveness of policy programs using sound econometric techniques.

Institutional assessment and documentation of learning outcomes.
As with the current MPS in Applied Economics, the proposed MS in Applied Economics will utilize the assessments outlined below:

- Survey of Graduates
  Graduates of the program will be asked to complete a survey to address the relevance of the program's course material to their current professional activities. Respondents will be asked to describe the value of the course material in providing quantitative tools for policy analysis. Surveys will be distributed at the time of graduation and one year after graduation to assess placement and program relevance to current and potential employment opportunities. Surveys are not anonymous, which allows the program to track placement and identify internship opportunities with organizations that employ graduates of the Applied Economics program.

- Advisory Group
  An advisory group reviews the results of the assessment methods and, based on examination results and graduate responses, provides direction to continually refine and improve the degree program. The advisory group includes the Department of Economics Chair, Director of Graduate Studies, and the Director of the current MPS.

Since 2011, the program's Learning Outcomes Assessment practice requires instructors to assess students during their final term in the program. The assessments were along dimensions that match the program's six learning outcomes. To assess outcomes five and six, instructors are asked to provide assessments based on student presentations in two courses. One of the courses (ECON 643) is taken in

students' first term. The other course (ECON 672) is taken in students' final term. Data from faculty assessments in these two courses provide the foundation for assessing students' abilities to interpret and communicate economic models to a wider audience, and to measure and evaluate the effectiveness of policy programs using econometric techniques.

Course requirements. The curriculum for the proposed MS in Applied Economics is identical to the curriculum in the current MPS. The program consists of 30 credits organized into the following categories:

- Five core courses that provide foundational knowledge required for all fields
- Five field courses that allow students to specialize in areas of interest

Course	Course (Credits)	12-Week Term Calendar	Semester-Calendar
Core Courses			
ECON 641	Microeconomic Analysis (3)	I	Year 1 Fall
ECON 643	Empirical Analysis I: Foundations of Empirical Research (3)	I	Year 1 Fall
ECON 642	Topics in Applied Macroeconomics (3)	II	Year 1 Fall
ECON 644	Empirical Analysis II: Introduction to Economic Models (3)	II	Year 1 Spring
ECON 645	Empirical Analysis III: Econometric Modeling and Forecasting (3)	III	Year 2 Fall
Field Courses			
ECON 670	Financial Economics (3)	III, IV or V	Year 1 or 2 Spring
ECON 671	Economics of Health Care (3)	III, IV or V	Year 2 Fall
ECON 672	Program Analysis and Evaluation (3)	III, IV or V	Year 2 Spring
ECON 673	Information, Game Theory and Market Design (3)	III, IV or V	Year 1 or 2 Spring
ECON 674	Economic Analysis of Law (3)	III, IV or V	Year 1 or 2 Spring
ECON 675	Environmental Economics (3)	III, IV or V	Year 2 Fall
ECON 676	Economic Development (3)	III, IV or V	Year 2 Fall
ECON 683	International Macroeconomics and Finance (3)	III, IV or V	Year 2 Fall
ECON 684	Time Series Analysis and Advanced Forecasting (3)	III, IV or V	Year 2 Spring

See Appendix A for course descriptions.

General Education Requirements:
Not Applicable

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations.
Not applicable.

Student Support. The current MPS and proposed MS program will be administered by the Office of Extended Studies, which will assist students with:

A. Admissions, providing assistance with general questions, confirmation, and deferment.
B. Registration for approved program courses only, including:
    1. Instructions and assistance with the University's standard online registration system,
    2. Knowledge of academic policies as related to cancellation, withdraw, and other academic deadlines, and
    3. Liaising with Office of the Registrar for troubleshooting student issues.
C. Billing and Payment, providing billing information, payment instructions, and financial deadlines. Liaison with Financial Aid, Veterans Office, Student Financial Services, Third Party Billing. Cancellation for non-payment and re-instatement.
D. Graduation, providing information with access to forms and deadlines.
E. Appeals Process: academic and financial.
F. Other Campus Services, including grades, transcripts, library services, troubleshoot issues with the Division of Information Technology (faculty and students).

Marketing and Admissions Information. The program will be clearly and accurately described on the Economics Department website and the Office of Extended Studies website. Any marketing materials that are produced will adhere to standards and guidelines in the UMD Brand Toolkit to ensure appropriate, professional, and effective communication.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. A combination of PhD economists affiliated with the University of Maryland as either full-time faculty or part-time faculty who are professionals working in the field will teach the Applied Economics courses. Core courses are generally taught by full-time faculty, whereas the field (elective) courses are generally taught by adjunct faculty whose professional experience ranges from government agencies, private firms, and NGOs. See Appendix B for faculty credentials and courses taught.

Faculty training. Opportunities to improve teaching and learning in the program are identified through program assessment process as described in Section M. UMD's Teaching and Learning Transformation Center provides instructional training resources, support, and consultations to instructors across the university.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices for learning within an online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet the curricular and research needs of the program with its current resources.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The facilities, infrastructure, and instructional equipment that are already in existence are adequate to handle the demands of the proposed program and the course offerings within the program. For the quarter-based program in Washington, DC, students attend classes in a suite located at 1400 16th Street, NW that contains two classrooms, two small offices, a reception area, a small kitchen, and a lounge/group study area. The building in DC also has a large conference space that tenants can rent for well below the going rate for conference space in the DuPont Circle neighborhood. The Economics Department uses the conference space for information sessions, recruiting/placement events, and academic seminars. The space has worked well for the program and has been approved as an additional location by the Middle States Higher Education Commission and the DC Higher Education Licensure Commission. The current lease runs through March of 2020.

All classes in College Park meet in the evening from 6:30 p.m. to 9:15 p.m. when there is ample classroom space on campus. The Economics Department has also allocated Morrill Hall, room 1102 for office space related to the master's program. The space includes offices for the Program Director and the College Park Program Coordinator, an office for program instructors to use before class, and an office for the Economics PhD students who serve as Teaching Assistants (TAs) and graders in the master's program. There is also a lounge/group study area for students in the master's program.

All UMD students have access to the institutional electronic mailing system. This program is not a distance education program; however, students will have access to the campus learning management system for the elements of the courses that exist online.

L. Adequacy of Financial Resources

Administration of the program is provided by the University's Office of Extended Studies. The proposed change from an MPS to an MS does not require the development of any additional courses or the hiring of additional faculty to teach courses. As it has with the current MPS, tuition revenue for the proposed MS in Applied Economics will provide funding to pay all program expenses (e.g., salaries, benefits, program materials, and physical resources). Resources and expenditures in the program, as it has been operating, are included in Appendix C.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit. Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment. Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance. Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions, and also allows for specialized questions to be added by the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Economics Department adheres to the UMD's diversity goals as stated in the *Mission and Goals Statement* that highlights a goal of "providing equal educational opportunity, hiring and retaining a diverse faculty and staff of exceptional achievement, and recruiting and graduating talented students from traditionally underrepresented groups are institutional priorities."[4]

Once admitted, specific retention efforts will be employed to ensure the success of all students in the program. The program will:

- Employ a strong, faculty-directed advising model, in which students will be supported to examine their individual career and life goals and to design and succeed in required and field courses that best facilitate those outcomes;
- Ensure that all courses address theory and research which examine central issues related to the (a) influence of diversity on growth and development and (b) practical implications for application of course content in diverse professional work-related and educational settings;
- Assist students in identifying and securing the most personally relevant and meaningful internship and service learning placements;
- Assist students in the design and implementation of an internship experience related to the student's career goals.

Learning outcomes associated with these projects will measure students' understanding of the needs of target populations of varying age, gender, race, and ethnicity.

O. Relationship to Low Productivity Programs Identified by the Commission

Not Applicable

P. Adequacy of Distance Education Programs

Not Applicable

[4] University of Maryland, College Park. (April 29, 2014). *Mission and Goals Statement.* (p. 1). Retrieved November 15, 2018 from https://www.provost.umd.edu/Documents/UMCP-Mission-Statement-Final-2015.pdf.

Appendix A: Course Descriptions

ECON641 Microeconomic Analysis. 3 credits. Prerequisite: Admission to the Master of Science in Applied Economics. This course covers microeconomic analysis applied to public policy problems with an emphasis on practical examples and how they illustrate microeconomic theories. Policy issues such as pollution, welfare and income distribution, market design, industry regulation, price controls, tax policy, and health insurance are used to illustrate the abstract principles of microeconomics.

ECON642 Topics in Applied Macroeconomics. 3 credits. Prerequisite: Admission to the Master of Science in Applied Economics. In this course, focus is on applied macroeconomic models used by federal agencies to explain and predict economic behavior. Course emphasizes macroeconomic data: NIPA accounts, GDP, construction and application of CPI, labor force data, and economic indicators. Students will also study a selected set of current macroeconomic topics including models of economic growth, economic fluctuations, monetary policy, the Great Recession, inflation, and financial markets.

ECON643 Empirical Analysis I: Foundations of Empirical Research. 3 credits. Prerequisite: Admission to the Master of Science in Applied Economics. Fundamental aspects of data management and interpretation emphasizing sampling, descriptive statistics, index numbers and construction of aggregated variables. Students will learn basic probability theory and statistics. The course will include an introduction to simple regression analysis using STATA statistical software.

ECON644 Empirical Analysis II: Introduction to Economic Models. 3 credits. Prerequisite: ECON 643. An introduction to econometric methods with applications to public policy analysis. Primary focus on application and interpretation of multiple regression analysis.

ECON645 Empirical Analysis III: Econometric Modeling and Forecasting. 3 credits. Prerequisite: ECON 644. Study of empirical techniques that are particularly relevant to the analysis of microeconomic models. Emphasis is on advanced panel data methods, time series regressions, instrumental variables, limited dependent variables, and sample selection corrections.

ECON670 Financial Economics. 3 credits. Prerequisite: ECON 641 and ECON 644 (can be taken concurrently with ECON 644). This course applies microeconomic theory and applied econometric techniques to the study of financial institutions and markets for financial assets. Students will learn how economists model and estimate the value of financial assets. The economic and empirical models are of interest to public policy makers and private wealth managers. Specific topics can include financial intermediation, the regulation of financial institutions, risk management, portfolio theory, the capital asset pricing model and the efficient markets hypothesis.

ECON671 Economics of Health Care. 3 credits. Prerequisite: ECON 641 and ECON 645 (can be taken concurrently with ECON 645). This course is an examination of the structure, conduct, and performance of the health care market including physician services, the pharmaceutical industry, the hospital market, and health insurance using quantitative and analytic economic tools. Special emphasis is on regulatory response to market imperfections.

ECON672 Program Analysis and Evaluation. 3 credits. Prerequisite: ECON 641 and ECON 645. Students study the tools used to evaluate the effectiveness of public policies. All evaluations have weaknesses, and some have more weaknesses than others. You will learn how to distinguish high from low quality evaluations. We will discuss the basic economics and econometrics of program evaluation,

focusing on the application of methods used for causal inference and cost-benefit analyses in public policy contexts. We will examine published evaluation research with the intent of showing how the research does or does not lead to clear conclusions regarding program performance.

ECON673 Information, Game Theory and Market Design. 3 credits. Prerequisite: ECON 641 and ECON 644 (can be taken concurrently with ECON 644). A study of the strategic decision-making and the theory and practice of market design. Focus is on the design of organized market and incentives created by market rules. Topics include online auction markets, government auctions procurement auctions and matching markets. The analysis includes documenting the rules of real-world markets, game theoretic analysis, empirical analysis, and experimental work.

ECON674 Economic Analysis of Law. 3 credits. Prerequisite: ECON 641 and ECON 644 (can be taken concurrently with ECON 644). A study of the application of economics to law with a focus on game theory, strategic behavior and public policy.

ECON675 Environmental Economics. 3 credits. Prerequisite: ECON 641 and ECON 645 (can be taken concurrently with ECON 645). A study of the nature of environmental regulation focusing on U.S. environmental policies and policy debates.

ECON676 Economic Development. 3 credits. Prerequisite: ECON 641, ECON642 and ECON 644 (can be taken concurrently with ECON 644). Analysis of economic development. The course will focus on the consequences of poverty and poor institutions for the behavior and welfare of individuals, households, firms and the aggregate economy in developing countries. Theoretical models and empirical evidence will be used to understand the intended and unintended consequences of policies designed to enhance economic development.

ECON683 International Macroeconomics and Finance. 3 credits. Prerequisite: ECON 642 and ECON 644 (can be taken concurrently with ECON 644). Economic analysis of international macroeconomic issues and policy. Topics can include the study of exchange rates, balance of payments, international financial markets, international business cycles, contagion, and the roles played by international economic institutions.

ECON684 Applied Time Series Analysis and Forecasting. 3 credits. Prerequisite: ECON 642 and ECON 645. Students will learn the theory of stationary processes and how it applied to econometric techniques for estimation and forecasting based on time series data. The techniques will be applied in macroeconomic, financial and business applications.

Appendix B. Faculty

Full-Time Faculty

Hossein Abassi
Full-time Lecturer, UMCP
University of Illinois at Urbana-Champaign, 2009
Courses: ECON644

Aaron Finkle
Full-time Lecturer, UMCP
Ph.D., Economics, University of Washington–Seattle, 2004
Courses: ECON641

Richard Stahnke
Full-time Lecturer, UMCP
Ph.D., Economics, Columbia, 1999
Courses: ECON641, ECON670

John Straub
Full-time Lecturer, UMCP
Executive Director, Master's Degree Program in Applied Economics, UMCP
Ph.D., Economics, University of Wisconsin-Madison, 2001
Courses: ECON641, ECON 642, ECON643, ECON645

Part-Time Faculty

Aditya Aladangady
Economist, Federal Reserve Board of Governors
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Michigan, 2014
Courses: ECON642

Mike Barry
Associate Professor of Economics and Law, Mount St. Mary's University
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Wisconsin-Milwaukee, 1998
Courses: ECON642, ECON674, ECON684

Maksim Belenkiy
International Economist, US Department of Commerce, International Trade Administration
Part-Time Adjunct lecturer, UMCP
Ph.D., Economics, University of California, Santa Cruz, 2010
Courses: ECON641, ECON644, ECON677

David Burk
Economist, Congressional Budget Office

Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Chicago, 2014
Courses: ECON674, ECON684

Chris Dockins
Senior Economists at the US Environmental Protection Agency
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, Duke, 1996
Courses: ECON675

Cynthia Doniger
Economist, Federal Reserve Board of Governors
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Michigan, 2014
Courses: ECON642

Thiago Ferreira
Economist, Board of Governors of the Federal Reserve
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, Northwestern University, 2014
Courses: ECON684

Mahsa Gholizadeh
Economist, US Bureau of Economic Analysis
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, American University, 2015
Courses: ECON683

Charles Griffiths
Research Economists at the US Environmental Protection Agency
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, UMCP, 1997
Courses: ECON675

Misty Heggeness
Chief, Longitudinal Research, Evaluation, and Outreach Branch, U.S. Census Bureau
Part-Time Adjunct Lecturer, UMCP
Ph.D. Applied Economics, University of Minnesota, 2010
Courses: ECON672

Joanne Hsu
Senior Economist, Board of Governors of the Federal Reserve
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Michigan-Ann Arbor, 2011
Courses: ECON672

Hong Kim
Labor Economist, US Department of Labor

Part-Time Adjunct Lecturer, UMCP
Ph.D., Applied and Resource Economics, University of California-Davis, 1994
Courses: ECON 675

Marquise McGraw
Economist, US Consumer Financial Protection Bureau
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of California–Berkeley, 2015
Courses: ECON645

Marina Miller
Principal Analyst, Congressional Budget Office
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of California–San Diego, 2015
Courses: ECON643

Oscar Mitnik
Principal Economist, Inter-American Development Bank
Part-Time Adjunct Lecturer, UMPC
Ph.D., Economics, University of California–Los Angeles, 2004
Courses: ECON676

Ryan Nunn
Fellow, Economic Studies Program, Brookings Institution
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Michigan-Ann Arbor, 2012
Courses: ECON672

David Ovadia
Economist, Federal Trade Commission
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, Northwestern University, 2015
Courses: ECON673

Nathan Petek
Economist, Federal Trade Commission
Part-Time Adjunct Lecturer, UMCP
Ph.D., Business, University of Chicago, Booth School of Business, 2016
Courses: ECON671

Lubomir Petrasek
Principal Economist, Federal Reserve Board of Governors
Part-Time Adjunct lecturer, UMCP
Ph.D., Finance, Penn State University, 2011
Courses: ECON670

Shanthi Ramnath
Financial Economist, US Department of the Treasury

Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, University of Michigan-Ann Arbor, 2010
Courses: ECON643, ECON645, ECON672

Patrick Richard
Assistant Professor of Health Economics
Uniformed Services University of the Health Sciences
Part-Time Adjunct Lecturer, UMCP
Ph.D., Health Economics, Johns Hopkins University, 2007
Courses: ECON671

Jonathan Rose
Lead Economics Specialist, Inter-American Development Bank
Part-Time Adjunct Lecturer, UMPC
Ph.D., Economics, University of Iowa, 2001
Courses: ECON676

Cristina Tello-Trillo
Economist, US Bureau of the Census
Part-Time Adjunct Lecturer, UMCP
Ph.D., Economics, Yale, 2015
Courses: ECON645

Razvan Vlaicu
Senior Research Economist, Inter-American Development Bank
Part-Time Adjunct lecturer, UMCP
Ph.D., Economics, Northwestern University, 2006
Courses: ECON644

APPENDIX C: RESOURCES AND EXPENDITURES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	$0	$0	$0	$0	$0
2. Semester-Based Revenue (by year)	$487,500	$497,250	$507,195	$517,339	$527,686
a. Semester-based Annual Students	15	15	15	15	15
b. Semester-based Annual Courses	10	10	10	10	10
3. Term-Based Revenue (by year)	$487,500	$497,250	$507,195	$517,339	$527,686
c. Term-based Annual Students	15	15	15	15	15
d. Term-based Annual Courses	10	10	10	10	10
4. Tuition Per Course Rate (assumes 2% increase)	$3,250	$3,315	$3,381	$3,449	$3,518
5. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
6. Other Sources	$0	$0	$0	$0	$0
Total Tuition Revenue	**$975,000**	**$994,500**	**$1,014,390**	**$1,034,678**	**$1,055,371**

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$136,825	$164,418	$169,351	$174,431	$179,664
a. #FTE	6.0	7.0	7.0	7.0	7.0
b. Total Salary	$102,876	$123,623	$127,331	$131,151	$135,086
c. Total Benefits	$33,949	$40,795	$42,019	$43,280	$44,578
2. Admin. Staff (b+c below)	$171,579	$176,727	$182,028	$187,489	$193,114
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$129,007	$132,877	$136,864	$140,969	$145,199
c. Total Benefits	$42,572	$43,849	$45,165	$46,520	$47,916
3. Total Support Staff (b+c below)	$69,160	$71,235	$73,372	$75,573	$77,840
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Total Salary	$52,000	$53,560	$55,167	$56,822	$58,526
c. Total Benefits	$17,160	$17,675	$18,205	$18,751	$19,314
4. Graduate Assistants (b+c)	$68,316	$70,365	$72,476	$74,651	$76,890
a. #FTE	2.0	2.0	2.0	2.0	2.0
b. Stipend	$42,000	$43,260	$44,558	$45,895	$47,271
c. Tuition Remission	$26,316	$27,105.48	$27,919	$28,756.20	$29,619
5. Equipment	$3,000	$3,000	$3,000	$3,000	$3,000
6. Library	$5,000	$5,000	$5,000	$5,000	$5,000
7. Off-site Space Rental	$180,000	$185,400	$190,962	$196,691	$202,592
8. Other Expenses: Operational Expenses	$145,750	$148,665	$151,638	$154,671	$157,764
TOTAL (Add 1 - 8)	**$802,435**	**$824,810**	**$847,828**	**$871,506**	**$895,865**

Other expenses include marketing, materials & supplies, travel, IT, and administrative overhead to deliver the program.

Appendix D: Placements of program graduates over the previous three years

3E Company
Allegheny Science & Tech
Berkeley Research Group
Board of Governors of the Federal Reserve
Booz Allen Hamilton
Bulgarian National Bank, Economic Research and Forecasting Directorate
Calibre Systems
Capital One
Cognizant
Constellation, Inc.
Corporation for Enterprise Development
Deloitte
Ernst & Young
Fannie Mae
Federal Energy Regulatory Commission
Freddie Mac
Gartner, Inc.
Geico
Grant Thornton
HDR Engineering
Hetrick & Associates
Insight Policy Research
Institute of International Finance (IIF)
International Monetary Fund
ISS Governance
Keshif
KPMG
Mathematica Policy Research
MCM Capital Partners/ BSI Financial
Members First Credit Union
National Association of Home Builders
National Science Foundation
Northern Virginia Regional Intelligence Center
Office of US Senator Joe Donnelly (D-IN)
Optimal Solutions Group
Plan International
Pricewaterhouse Cooper
Rand Corporation
Regional Economic Studies Institute, Towson University
Resources for the Future
Results for Development
RiskSpan
Roosevelt Institute
SBA Group
Service Employees International Union (SEIU)

Share Our Strength
Summit Consulting
Universal Service Administrative Company (USAC)
US African Development Foundation
US Air Force
US Army
US Bureau of Economic Analysis
US Bureau of Labor Statistics
US Bureau of the Census
US Coast Guard
US Congress
US Department of Agriculture
US Department of Commerce
US Department of Defense
US Department of Energy
US Department of Homeland Security
US Department of State
US Department of the Treasury
US Department of Transportation
US Federal Energy Regulatory Commission
US Federal Housing Finance Agency
US House of Representatives
US International Trade Commission
US Office of the Comptroller of the Currency
Viget
Vital Voices Global Partnership
Washington Business Dynamics
Wells Fargo
Westat
Western Union Business Solutions
Williams Adley & Co.
WSP Parsons Brinckeroff
Zanak'i Gasikara Mifanasoa (NGO)

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, College Park: Master of Science in Geospatial Information Sciences

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: Since fall 2008, the University of Maryland, College Park has offered a Master of Professional Studies (MPS) in Geospatial Information Sciences. The intent of this proposal is to create a stand-alone Master of Science (MS) in Geospatial Information Sciences. The curriculum for the proposed MS in Geospatial Information Sciences will be the same as that of the MPS in Geospatial Information Sciences. The degree change to a master's of science allows the Geospatial Information Sciences program to be properly designated as a Science, Technology, Engineering, and Math (STEM) program in the Federal Classification of Instructional Programs (CIP). Giving a proper CIP classification to the Geospatial Information Sciences program will help attract more highly-skilled domestic and international students.

The U.S. Department of Labor has identified geospatial technologies as one of the three most important emerging and evolving fields, along with nanotechnology and biotechnology. GIS is a software application system that has a wide range of application areas such as transportation logistics, network analysis, emergency management, urban planning, environmental research, etc. Demand for well-trained GIS professionals is growing much faster than supply. Trained individuals are needed at multiple levels – from certified entry-level technicians to Ph.D. research scientists. In the Washington DC metropolitan area, there is a high concentration of government agencies and various other organizations that have high demand for skilled GIS professionals.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Science in Geospatial Information Sciences.

COMMITTEE RECOMMENDATION: Approval	DATE: March 5, 2019
BOARD ACTION:	DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

February 4, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new Master of Science program in Geospatial Information Sciences. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Gregory Ball, Dean, College of Behavioral and Social Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Geospatial Information Sciences
Title of Proposed Program

Master of Science	**Fall 2019**
Award to be Offered	Projected Implementation Date
220601	**45.0702**
Proposed HEGIS Code	Proposed CIP Code
Geographical Sciences	Jianguo (Jack) Ma
Department in which program will be located	Department Contact
301-405-3861	jma3@umd.edu
Contact Phone Number	Contact E-Mail Address
[signature]	2/4/19
Signature of President or Designee	Date

A. Centrality to the University's Mission and Planning Priorities

Description.
For the last decade, the University of Maryland has been offering an iteration of its Master of Professional Studies (MPS) in Geospatial Information Sciences (GIS). The MPS is an approved "umbrella" degree program created in 2005 to allow for nimble changes in graduate level training for working professionals. The purpose of this proposal is to move the existing curriculum out from under the Master of Professional Studies umbrella and to create a standalone Master of Science degree program, allowing it to be classified as a STEM program through a more appropriate federal CIP ("classification of instructional programs") designation. Giving a proper CIP classification to the curriculum will help attract more highly skilled domestic and international students. For domestic students, the STEM designation will enhance their application for scholarships and career improvement. For international students, the extra optional practical training (OPT) term, allowed by the Department of Homeland Security for specific STEM-designated programs, will benefit their future job searches.

GIS is a software application system that has a wide range of application areas such as transportation logistics, network analysis, emergency management, urban planning, environmental research, etc. Demand for well-trained GIS professionals is growing much faster than supply. Trained individuals are needed at multiple levels – from certified entry-level technicians to Ph.D. research scientists. In the Washington DC metropolitan area, there is a high concentration of government agencies and various organizations which have high demand for skilled GIS professionals. Because of its unique location, UMD has a responsibility to provide this kind of quality education and training in Maryland and the greater Washington D.C. metropolitan area.

Relation to Strategic Goals. The GIS curriculum relates to UMD's strategic goals by adding to its STEM program offerings, particularly in an area in which the campus already has significant strength. UMD's department of Geographical Sciences has a research program that is recognized nationally and internationally for its leadership in land remote sensing and allied GIS applications. The department's undergraduate program has more than doubled in size since the introduction of our Geographic Information Systems and Automated Cartography focus in the early 1990's. This professional master's program takes advantage of the department's expertise and facilities.

Funding. Resources for the program are drawn from tuition revenue and are adequate to support program needs.

Institutional Commitment. The program will be administered (as it currently is now) by the Department of Geographical Sciences within the College of Behavioral and Social Sciences. Since the program already exists as Professional Studies iteration, the department has the administrative, instructional, advising, and facilities infrastructure in place to operate the program. In the event that the program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. The U.S. Department of Labor has identified geospatial technologies as one of the three most important emerging and evolving fields, along with nanotechnology and biotechnology. Introduction of a Master of Science in Geospatial Information Sciences (MS GIS) is part of a larger trend nationally and internationally. Prior to the initial launch of the curriculum in 2008, a market analysis concluded that Geospatial Information Sciences as a field has been experiencing rapid growth. It is used heavily in the federal government, and is growing quickly in state, county, and local government. More importantly, the success of the existing GIS curriculum within the MPS umbrella program has demonstrated market demand. Since 2008, the MPS GIS program has grown from 10 students a year into a current enrollment of about 40-50 students a year.

State Plan. The proposed program aligns with the *Maryland State Plan for Postsecondary Education's* emphasis on success and innovation by connecting students with the innovative technologies needed for careers in geospatial information sciences. Students have access to two 25-seat GIS labs equipped with dual-monitor high-end workstations and connected to remote storage facilities. Students are also able to work from virtual desktops and servers supported by a VMware environment. The labs run a wide variety of commercial and open source software for GIS, remote sensing, statistical analysis, data access, image processing, mathematical analyses, graphics and 3D modeling, and software development. For high-performance computing (HPC), the department's Center for Geospatial Information Science maintains two high-performance Hadoop-based computing clusters that have been purchased for research and student teaching. These clusters are networked to other HPC resources in the Geographical Sciences department, the College of Behavioral and Social Sciences (the "BSWIFT" cluster), and the University of Maryland Institute for Advanced Computer Studies (UMIACS), which operates several clusters. In partnership with the Mid-Atlantic Crossroads (MAX), the department also has high-performance networking access to other HPC sites around the country, as well as nimble access to commercial computing resources (Amazon AWS).

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

The need for a well-trained and nimble workforce in geospatial information sciences is growing, markedly. The US Bureau of Labor Statistics *Occupational Outlook Handbook* does not list geospatial information scientist as an occupation, but does project that jobs in a related category, cartographers and photogrammetrists, as growing "much faster than average" between 2016-2026.[1] The Bureau lists the state of Maryland as one of the strongest states in the nation for jobs in the geographical sciences, mainly because of the prevalence of federal agencies.[2]

[1] US Bureau of Labor Statistics. (September 6, 2018). Occupational Outlook Handbook: Cartographers and Photogrammetrists. Retrieved from: https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm.
[2] US Bureau of Labor Statistics. (March 30, 2018). Occupational Employment and Wages, May 2017 - 19-3092 Geographers. Retrieved from: https://www.bls.gov/oes/current/oes193092.htm#nat.

As the program currently exists as a Professional Studies iteration, its current enrollment provides of evidence of market demand. For the past three fall terms, enrollment has been more than 50 students. The program has high confidence that the enrollment of the proposed MS GIS program will be about 40-50 students per year. The STEM CIP designation will make the program more attractive to international students and it is therefore possible that the program may grow. However, the program does not intend to grow much beyond current enrollments (to no more than 60 students per year), in order to maintain a high quality experience for matriculated students.

D. Reasonableness of Program Duplication

Currently, three universities have similar programs in the State of Maryland. Johns Hopkins offers a Master of Science in GIS (http://advanced.jhu.edu/academics/graduate-degree-programs/geographic-information-systems). UMBC offers a 30-credit Master of Professional Studies and a 15-credit post-baccalaureate certificate in GIS at the Universities at Shady Grove (http://shadygrove.umbc.edu/gis). Salisbury University offers a Geographic Information Systems Management MS (https://www.salisbury.edu/explore-academics/programs/graduate-degree-programs/geo-info-sys-masters/index.aspx).

Our curriculum differs from these others programs in that it is focused on enterprise-level GIS, including topics such as remote sensing, computing, and statistics, with a broader spectrum than a traditional program. The goal of our program is to help students become GIS developers rather than GIS users.

Salisbury's program focuses on GIS management and is fully online. Johns Hopkins University's MS GIS program is also a fully online program. UMBC's GIS program is offered on-site at the Universities at Shady Grove with hybrid and in-person classes. UMD's existing program is face-to-face in College Park, with remote streaming of lecture material that allows participation by those for whom coming to the College Park campus is not convenient. Some laboratory instruction is required, and international students on F-1 visas are required to participate in person in order to comply with regulations by the United States Citizenship and Immigration Services (USCIS). The program is also offered on a 12-week term calendar, which is more attractive to working professionals.

Ultimately, the proposed program will not alter the market demand for these other programs, other than some international students, as our current MPS program has been recruiting and enrolling students since 2008.

E . Relevance to Historically Black Institutions (HBIs)

No such program currently exists at any of Maryland's Historically Black Institutions (HBIs).

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

UMD has already established itself in the field of Geographical Sciences with its established undergraduate and graduate programs in geographical sciences. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The existing MPS program has been operating successfully since 2008. The program's curriculum, which is not changing, was developed based on geospatial technology trends, demand for GIS professionals, and the growth of teaching and research areas within the department.

Faculty Oversight. The MS GIS program is overseen by the faculty in the department of Geographical Sciences, along with a Program Oversight Committee. Administration and day-to-day management are provided through the University of Maryland Center for Geospatial Information Science (CGIS). Members of the Program Oversight Committee include the Graduate Director (Prof. Laixiang Sun), and the CGIS director (Prof. Kathleen Stewart). The administrative and teaching team is led by program director Dr. Jianguo ("Jack") Ma. The program will also form an "MS GIS Advisory Committee", comprised of about six faculty members, whose role will be to provide term-to-term guidance on the running of the program, strategic advice regarding future opportunities and curricular modifications, and oversight of the annual learning outcomes assessment evaluation.

Educational Objectives and Learning Outcomes. Students who graduate from the **MS GIS** program will:

1. Understand the big picture of geospatial technology as a disciplinary field, including its history, current state, and trends in future developments;
2. Grasp the connections between different geospatial technology components such as GIS, remote sensing, computing, and emerging software and hardware options (e.g. drones and artificial intelligence);
3. Develop a good understanding of how geospatial technology is applied to real-world problems;
4. Develop proficiency in the following specific knowledge and skills:
    a. collection, processing, analysis, modeling and visualization of spatial data;
    b. interpretation, analysis, design and implementation of spatial databases;
    c. processing and analysis of digital images;
    d. development of mobile GIS and native apps across mobile platforms (Android, iOS, etc.);
    e. interpretation and design of clearly structured programs using Python;
    f. development of client-side and server-side Web applications for non-GIS applications
    g. creation, analysis, and dissemination of GIS data and services via the Web using various technologies;
    h. spatial analysis, including enterprise GIS, spatial SQL, parallel processing, and display of GIS results on Internet, through open use of open-source software;
    i. development of applications of experimental semivariograms, semivariogram models,

kriging, cross validation, spatial sampling, and spatiotemporal pattern analysis;

j. analysis of big data with high performance computing, especially spatial data in large volume and high velocity;

5. Develop analytic thinking and real-world problem solving for future success in the workforce. Skills include but are not limited to interpersonal communications and teamwork, creative and critical thinking, occupational planning and organizing, problem-solving and decision making;
6. Design and develop a comprehensive and in-depth GIS project; and
7. Comprehend and apply ethical issues in geospatial practice and research, including ethical standards to protect data privacy, security, and copyright, among others.

See Appendix A for more information on learning outcomes assessment.

Institutional assessment and documentation of learning outcomes. Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school. Graduate Outcomes Assessment reports for doctoral and master's programs are due every other year, with approximately half of the campus graduate programs reporting each year.

Course requirements. The curriculum will consist of 31 credits organized into the following categories:

- 22 credits of core courses
- 9 credits of elective courses

Geospatial Information Sciences Core Courses (22 credits)		
Course	Title	Credits
GEOG651	Spatial Statistics	3
GEOG652	Digital Image Processing and Analysis	3
GEOG653	Spatial Analysis	3
GEOG655	Spatial Database System	3
GEOG656	Programming and Scripting for GIS	3
GEOG657	Web Programing	3
GEOG795	Professional Practices Seminar	1
GEOG797	Professional Project (Capstone)	3

Geospatial Information Sciences Elective Courses (9 credits)		
Course	Title	Credits
GEOG650	Mobile GIS	3
GEOG654	GIS and Spatial Modeling	3
GEOG660	Advanced Remote Sensing Using Lidar	3
GEOG661	Fundamentals of Geospatial Intelligence	3
GEOG663	Big Data Analytics	3
GEOG670	Open Source GIS	3

GEOG677	Internet GIS	3
GEOG796	GIS Project Management	3

See Appendix B for course descriptions.

General Education. Not applicable as this is as a master's program.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program.

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.

Student Support. As the program already exists as an iteration of the professional studies program, student support mechanisms are already in place. The Center for Geospatial Information Science provides a comprehensive and detailed webpage of resources for understanding curriculum, advising, technological needs (including the learning management system), relevant Graduate School policies, financial aid and cost and payment information. See https://geospatial.umd.edu/education/resources for more details.

Marketing and Admissions Information. The professional studies program iteration is clearly and accurately described in the university website: https://geog.umd.edu/graduate/mpsgis-0. This website will be updated for the Master of Science program upon approval.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. As the program is already offered as an iteration of the professional studies program, faculty resources are already in place. The current MPS GIS program has three full-time lecturers who are dedicated to teaching most of the classes offered in the curriculum. Part-time lecturers are used for some classes, especially during summer and winter terms.

See faculty biographies in Appendix C for those currently expected to teach in the program.

Faculty training. The Teaching and Learning Transformation Center at the University of Maryland inspires and supports effective, engaging, efficient, and equitable teaching innovations among the university's instructors and assistants. This team provides faculty with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching

and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment. Since all courses are delivered synchronously, the learning outcomes, assessments, and expected student participation are the same whether students are participating remotely or are physically present in the classroom. The existing MPS GIS Program has been using ELMS and video conferencing technologies to provide dynamic and interactive online teaching component since 2009. Program evaluation is the same for distance delivery and face-to-face delivery.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The program exists already as an iteration of the professional studies program, and currently has facilities, infrastructure, and instructional resources in place. The Center for Geospatial Information Science has access to two 25-seat GIS labs with specialized software and hardware that allows students to engage in GIS training. The labs run a wide variety of commercial and open source software for GIS, remote sensing, statistical analysis, data access, image processing, mathematical analyses, graphics and 3D modeling, and software development. As noted in Section B of the proposal, the program also has access to multiple high-performance computing resources.

For online components of the program, UMD maintains an Enterprise Learning Management System (ELMS) for coursework. ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. The Geospatial Information Sciences program will use ELMS for all its courses. The Department of Geographical Sciences also maintains a Cisco WebEx Online course delivery platform, by which lectures and discussions can be streamed virtually. Faculty, staff, and students can communicate in real-time using chat, voice (microphone and speakers), and video (webcam) with WebEx. WebEx allows for the ability to display presentations, annotate overtop slides, perform live editing of documents and even conduct a poll within the software. The Department maintains two dedicated servers and shared storage for server-side delivery of GIS software. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures. Tuition revenue, with some modest investment from the Center for Geospatial Information Science, is sufficient to cover the cost of offering the program.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The current MPS GIS program has been very successful in recruiting and retaining a diverse student body since 2008. This new MS GIS program will draw on the previous experiences and with continued exploration of new opportunities for further improvement. The program recruits in person at professional conferences and by visiting undergraduate courses. The program also advertises online. Since many students are working professionals, the program networks with governmental agencies and private companies. The program also works with alumni to help recruit for the program. Retention efforts has focused on developing experiential learning opportunities for students as well as ensuring that the curriculum is up-to-date given the evolution of this technical field. UMD has stated goals for recruiting and graduating a diverse population of graduate students in its strategic plan for diversity. The Graduate School works with programs on recruiting and graduating diverse populations. Furthermore, "the provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools."[3]

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

[3] University of Maryland, College Park. (September 16, 2010). *Transforming Maryland: Expectations for Diversity and Inclusion.* (p. 20). Retrieved January 28, 2019 from: http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf.

Appendix A: Learning Outcomes Assessment

The learning outcomes of students graduated from the MS GIS program include:

1. Can see the big picture of geospatial technology as a discipline field with a good understanding of its history, current state, and future development trend.
2. Grasp of the connections among different geospatial technology components such as GIS, remote sensing, computing, and emerging software and hardware options, e.g. drones and artificial intelligence.
3. A good understanding of how geospatial technology is applied in solving real-world problems.
4. Proficient in the following specific knowledge and skills:
    a. Collect, process, analyze, model and visualize spatial data
    b. Interpret, analyze, design and implement spatial databases
    c. Process and analyze digital images
    d. Develop mobile GIS and native apps across mobile platforms (Android, iOS, etc.)
    e. Interpret and design clearly structured programs using Python
    f. Develop client-side and server-side Web applications for non-GIS applications
    g. Create, analyze, and disseminate GIS data and services via the Web using [various technologies]
    h. Conduct spatial analysis, including enterprise GIS, spatial SQL, parallel processing, and display of GIS results on Internet, through open use of open-source software
    i. Develop applications of experimental semivariograms, semivariogram models, kriging, cross validation, spatial sampling, and spatiotemporal pattern analysis
    j. Analyze big data with high performance computing, especially spatial data in big volume and velocity
5. Training of analytic thinking and real-world problem solving for future success in the workforce. Skills include but are not limited to interpersonal communications and teamwork, creative and critical thinking, occupational planning and organizing, problem-solving and decision making.
6. Design and develop a comprehensive and in-depth GIS project.
7. Comprehend and apply ethical issues in geospatial practice and research, including ethical standards to protect data privacy, security, and copyright, among others

To help students achieve these outcomes, the MS GIS program will make great efforts in the following three areas:

1. Curriculum
    a. The curriculum must be cutting-edge and provide the most updated information to the students. The MS GIS course materials will be frequently upgraded to keep up with the advancement of geospatial technology in terms of both software and hardware.
    b. The curriculum must be more than just GIS and should be broad enough to encompass topics such as remote sensing, and increasingly computing. We will try to add new topics such as data science and drones.
    c. More elective courses will be developed and offered in the MS GIS Program. This will help meet specific interest or needs of students, which in turn will improve learning satisfaction.

2. Teaching format
    a. We will provide teaching in both on-site and online format. This will ensure the students to attend the real lectures in real time no matter which option they will choose. This dynamic and interactive teaching environment will definitely improve their learning experiences and effectiveness.
    b. All the lectures and lab session are video archived. This will allow students to review these materials repeatedly when needed until they fully understand the course materials. These video archives can also be saved for later reference. Therefore, this teaching technology can help improve students' learning and also retain the knowledge.
3. Resources for teaching and learning
    a. We will help students improve their learning experiences by providing a variety of resources. Besides, instructors, Teaching Assistants are available to help students in each class.
    b. Instructors are encouraged to attend academic conferences and also conduct research. This will help instructors to gain the updated knowledge and skills in the field, which in turn will benefit the students during the teaching process.
    c. Beyond the MS GIS Program, students will have access to all the teaching and research resources in the Department of Geographical Sciences. We encourage MS GIS students to participate in faculty's research projects whenever possible.

To assess the learning outcomes, we will evaluate students in a variety of ways:

1. Capstone project
    - The capstone project is one of the main culminating course experiences for the MS GIS program. Each capstone project will be evaluated in a dedicated review session and evidence of learning outcomes as they present in the projects will be assessed.
2. Exit interview
    - An exit interview will be conducted annually with a random sample of graduates (80%) to assess their overall satisfaction with the Program. Some of the interview questions can be designed specifically to help evaluate students' learning effectiveness and outcomes.
3. In-class observation
    - This assessment will be conducted through informal observations by instructors in the MS GIS program, as well as by faculty in the Department of Geographical Sciences. Unstructured (quick chats and check-ins) and structured (survey questions) data will be collected to support these observations.
4. Course Evaluation

The course evaluation report for each MS GIS class will be carefully analyzed to identify issues and also evaluate students' satisfaction to teaching and learning. Very often in their comments, students will describe their learning outcomes.

Appendix B: Course Descriptions

Core Courses

GEOG651 Spatial Statistics (3 Credits)
This course is about quantitative analysis of spatial data. It is intended to provide a broad survey of various spatial statistic methods. The course is geared towards helping students: (1) develop an understanding of the important theoretical concepts in spatial data analysis; and (2) gain practical experience in the application of spatial statistics to a variety of social and environmental problems using the advanced statistical software. This course covers five broad topical areas: (1) point pattern analysis; (2) area data analysis; (3) continuous data analysis; (4) spatial sampling; and (5) multivariate spatial and temporal analysis.

GEOG652 Digital Image Processing and Analysis (3 Credits)
Digital image processing and analysis applied to satellite and aircraft land remote sensing data. Consideration is given to preprocessing steps including calibration and georegistration. Analysis methods include digital image exploration, feature extraction thematic classification, change detection, and biophysical characterization. Example applications will be reviewed.

GEOG653 Spatial Analysis (3 Credits)
Methods of spatial analysis including measuring aspects of geometric features and identifying spatial patterns of geospatial objects that are represented as point, line, network, areal data, and 3-D surfaces.

GEOG655 Spatial Database (3 Credits)
This course is designed to help students understand, analyze, design, and implement spatial databases. While the basic concepts and theories of database will be introduced, the focus of this course will be on providing students with hands-on experiences to practice the technical skills used in spatial database design and implementation. SQL, Oracle, and ArcSDE are the key topics.

GEOG656 Programming and Scripting for GIS (3 Credits)
An introduction to programming and scripting for intermediate GIS users. The fundamental concepts of computer programming will be introduced within the Geoprocessing framework in ArcGIS primarily using Python. Basic concepts of object-oriented programming and scripting will be presented. Students will develop skills in programming techniques to explore, manipulate and model spatial data using the Geoprocessor methods.

GEOG657 Web Programming (3 Credits)
Intermediate course designed to teach students the techniques for Web development, particularly creating dynamic and data-driven Web applications. Introduces a high-level, object-oriented programming language such as VB.Net and the designing, coding, debugging, testing, and documenting for the development of Web-based applications. Other popular Web development tools such as DHTML, CSS and PHP are also covered.

GEOG795 Professional Practices Seminar (1 Credit)
Development and preparation of a resume, selecting and helping reference writers, conducting successful interviews, negotiating an employment package, giving professional presentations, proposal preparation,

writing reports, codes of ethics and responsibilities. Presentations from practitioners in GIS field. Basic project management skills and strategies in preparation for professional project.

GEOG797 Professional Project (3 Credits)
Data and materials can originate from an internship (internal or external) or from relevant work experience with current employer. Under direction of faculty advisor, students will prepare a project report containing explanation of the requirements for the work, technical account of the activities undertaken, including literature review, description of methods and approaches taken, a critical discussion of results, along with conclusions and recommendations developed from the project. Final project will consist of a full-fledged GIS application that is up and running and can be tested, providing potential employers with a portfolio demonstrating student's ability to manage and develop a GIS application in real world situations.

Elective Courses

GEOG650 Mobile GIS (3 Credits)
This course covers how to create, test, and publish mobile GIS applications that work across multiple platforms (Android, iOS, and Black Berry Tablet OS) and adapt to a smartphone or tablet display.

GEOG654 GIS and Spatial Modeling (3 Credits)
Provide foundations and understanding on various issues related to modeling and simulation in GIS context. It will addresses the concepts, tools, and techniques of GIS modeling, and presents modeling concepts and theory as well as provides opportunities for hands-on model design, construction, and application. The focus will be on raster-based modeling. This course is also application-orientated, particularly in these fields such as terrain modeling, LULC modeling, hydrological modeling, suitability modeling, etc.

GEOG660 Advanced Remote Sensing using Lidar (3 Credits)
Lidar, also known as laser scanning, is an active remote sensing tool that can produce high-resolution point clouds. Lidar is being applied to problems such as terrain modeling, biomass estimation, change detection, feature extraction, and measuring tree canopy. Topics covered are fundamentals of lidar, current developments in lidar technology, and different applications where lidar is being used. Students will get hands-on learning about lidar data management, processing, and analysis.

GEOG661 Fundamentals of GEOINT (3 Credits)
Geospatial Intelligence (GEOINT) is the collection, analysis, visualization and dissemination of geospatial information to support decision-making. This course introduces the fundamental knowledge required to become a successful GEOINT practitioner, including the history of the GEOINT discipline, the intelligence applications of remote sensing and Geographic Information Systems (GIS) technologies, and how GEOINT products are used to support national security and humanitarian missions. Upon completion of this course you will understand the roles that technology, policy, doctrine, government, and industry play in shaping the Geospatial Intelligence discipline, and develop the technical knowledge and domain expertise to create basic GEOINT products that provide context for decision makers.

GEOG663 Big Data Analytics (3 Credits)

Designed to introduce statistical analysis over big data sets (and tackling big data problems), primarily in geography and spatial sciences, but with broader appeal throughout the socio-behavioral sciences. Students will be introduced to a range of methods that can be applied to the exploration, modeling, and visualization of big quantitative data. This course explores data fusion, statistical analysis, and data-mining for geospatial and non-geospatial data in structured and unstructured form, with an emphasis on large silos of data across diverse sources and assumptions. Topics will include open sourcing, metadata schemes, data standards and models, data-access, data-mining, clustering methods, classifiers, data reduction, machine learning, filtering schemes, real-time and streaming data, archiving and preservation, and handling uncertainty.

GEOG670 Open Source GIS (3 Credits)
An exploration of techniques for using Free and Open Source Software for GIS (FOSS4g) from conception to final presentation of results. Advanced concepts and techniques including enterprise GIS, spatial SQL, parallel processing, and displaying the results of GIS analysis over the Internet will also be covered.

GEOG677 Internet GIS (3 Credits)
Online course delivers information on the use of GIS applications on the Internet. Covers hardware/software structure of the Internet, the means for communication between Internet-connected devices, applications that provide GIS program and data, and performance and security concerns.

GEOG796 GIS Project Management (3 Credits)
Project management methodology is covered, emphasizing implementing and integrating GIS into broader projects. Topics include project initiation, planning, scope, scheduling, budgeting and risk management.

Appendix C: Faculty

Dr. Kathleen Stewart, Full-Time, Tenure Track
Kathleen Stewart is Director of the Center for Geospatial Information Science and works in the area of geographic information science with a particular focus on geospatial dynamics. This includes topics such as moving objects research (e.g., space-time trajectories, space-time scheduling) and event modeling for dynamic GIS. She is interested in mobility, spatial accessibility, big geospatial data, and currently investigates movement and mobility for a number of different application domains, for example, health and transportation. She is also interested in modeling geospatial semantics including geospatial ontologies and their role for geographic information system design, and spatiotemporal information retrieval. At the University of Maryland, Dr. Stewart is a member of the Program in Oncology at the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center and also collaborates with researchers at the Institute for Global Health, the Center for Substance Abuse Research, the National Transportation Center, the School of Public Health, and among others. Her research is currently supported in part by grants from the National Institutes of Health, NASA, and the Federal Highway Administration, among other organizations, and she has also received support from IARPA, NGA and NSA. Dr. Stewart serves as a member of the Mapping Science Committee of the National Academies of Sciences, Engineering and Medicine and the Board of Directors for the University Consortium of Geographic Information Science. She is a member of the steering committee for the Maryland Transportation Institute. She also serves as a member of the editorial boards for The International Journal of Geographical Information Science (IJGIS), Computers, Environment, and Urban Systems, Transactions in GIS, Geographical Analysis, and the open-access Journal of Spatial Information Science (JOSIS).

Dr. Jianguo Ma, Full-Time, Professional Track
Dr. Ma is the Director and a Lecturer in the Department of Geographical Sciences at the University of Maryland, College Park. His teaching and research interest are focused on the application of Spatial Analysis, GIS modeling and Web GIS in the field of renewable energy and sustainable development as well as marketing analysis. His educational background includes PhD in Biological and Environmental Engineering from Cornell University (2005) and MS (2003) from Cornell University, MA from Peking University, BS in Geological Engineering from Beijing University of Science and Technology.
The courses that Dr. Ma teaches in the MS GIS program:
GEOG653 (Spatial Analysis), GEOG654 (GIS and Spatial Modeling), GEOG677 (Internet GIS), GEOG795 (GIS Professional Seminars), GEOG797 (Professional Project)

Dr. Jonathan Resop, Full-Time, Professional Track
Dr. Resop is a Senior Lecturer in the Department of Geographical Sciences at the University of Maryland. Jonathan earned his Ph.D. at Virginia Tech in Biological Systems Engineering. During his time at Virginia Tech, he worked on multiple projects related to spatial modeling and remote sensing, in particular problems that involve agricultural and environmental systems. His dissertation involved applying ground-based lidar to various ecological applications. After completing his Ph.D. he worked as a post-doc for the USDA-ARS in Beltsville in the Crop Systems and Global Change Lab, doing research related to simulating the potential production capacity of crops within regional food systems using a

geospatial crop model. Jonathan received his undergraduate degrees at the University of Maryland, College Park in Biological Resources Engineering and Computer Science.
The courses that Dr. Resop teaches in the MS GIS program:
GEOG654 (GIS and Spatial Modeling), GEOG656 (Programming and Scripting for GIS), GEOG660 (Advanced Remote Sensing with Lidar), GEOG797 (Capstone Project)

Dr. Eunjung Lim, Full-Time, Professional Track
Dr. Lim earned a Ph.D. degree in Geography (GIS specialty) from the State University of New York at Buffalo. Her specialty is geographic information sciences. In the realm of GIS, she has developed special interest and knowledge in GIS modeling, programming, network analysis, and spatial statistics. She has about 12 years of experience developing software using Java, C, C++, Visual Basic and relational databases.
The courses that Dr. Lim teaches in the MS GIS program:
GEOG650 (Mobile GIS), GEOG651 (Spatial Statistics), GEOG656 (Programming and Scripting for GIS), GEOG657 (Web Programming), GEOG797 (Capstone Project)

Dr. Naijun Zhou, Full-Time, Professional Track
Dr. Zhou is a Senior Lecturer in the Department of Geographical Sciences at the University of Maryland. His teaching and research are focused on Web GIS, Databases, Geospatial semantics and ontology. His educational background includes BS in Photogrammetry and Remote Sensing, MS in GIS, Remote Sensing & Cartography, MS in Computer Science, and PhD in GIScience from the University of Wisconsin.
The courses that Dr. Zhou teaches in the MS GIS program:
GEOG652 (Digital Image Processing and Analysis), GEOG655 (Spatial Databases)

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$902,720	$920,774	$939,190	$957,974	$977,133
a. #FT Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	$17,208	$17,724	$18,256	$18,804	$19,368
c. Annual FT Revenue (a x b)	$0	$0	$0	$0	$0
d. # PT Students	40	40	40	40	40
e. Credit Hour Rate	$728	$743	$757	$773	$788
f. Annual Credit Hours	31	31	31	31	31
g. Total Part Time Revenue (d x e x f)	$902,720	$920,774	$939,190	$957,974	$977,133
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$902,720**	**$920,774**	**$939,190**	**$957,974**	**$977,133**

Student enrollments are a mix of full-time and part-time, but for ease of computation, enrollments are identified as part time and tuition revenue is computed on a per credit-hour basis.

able 2: Estimated expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$339,150	$349,325	$359,804	$370,598	$381,716
a. #FTE	3.0	3.0	3.0	3.0	3.0
b. Total Salary	$255,000	$262,650	$270,530	$278,645	$287,005
c. Total Benefits	$84,150	$86,675	$89,275	$91,953	$94,712
2. Admin. Staff (b+c below)	$133,000	$136,990	$141,100	$145,333	$149,693
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$100,000	$103,000	$106,090	$109,273	$112,551
c. Total Benefits	$33,000	$33,990	$35,010	$36,060	$37,142
3. Total Support Staff (b+c below)	$89,110	$91,783	$94,537	$97,373	$100,294
a. #FTE	1.0	1.0	1.0	1.0	1.0
b. Total Salary	$67,000	$69,010	$71,080	$73,213	$75,409
c. Total Benefits	$22,110	$22,773	$23,456	$24,160	$24,885
4. Graduate Assistants (b+c)	$148,832	$153,297	$157,896	$162,633	$167,512
a. #FTE	4.0	4.0	4.0	4.0	4.0
b. Stipend	$80,000	$82,400	$84,872	$87,418	$90,041
c. Tuition Remission	$68,832	$70,897	$73,024	$75,215	$77,471
5. Equipment	$10,000	$10,300	$10,000	$10,000	$10,000
6. Library	$0	$0	$0	$0	$0
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$152,408	$155,116	$157,878	$160,696	$163,570
TOTAL (Add 1 - 8)	**$872,500**	**$896,811**	**$921,215**	**$946,633**	**$972,785**

The Program director, who also teaches in the program, is included as Administrative Staff. Support staff includes a program coordinator. Equipment includes periodic turnover of computing equipment used in the instructional laboratories. Other expenses include marketing, materials and supplies, and centrally provided administrative expenses computed at 15% of tuition revenue.

BOARD OF REGENTS

UNIVERSITY SYSTEM of MARYLAND

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland, College Park: Master of Science in Geospatial Intelligence

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: Since fall 2017, the University of Maryland, College Park has offered a Master of Professional Studies (MPS) in Geospatial Intelligence. The intent of this proposal is to create a stand-alone Master of Science (MS) in Geospatial Intelligence. The curriculum for the proposed MS in Geospatial Intelligence will be the same as that of the MPS in Geospatial Intelligence. The degree change to a master's of science allows the Geospatial Information Sciences program to be properly designated as a Science, Technology, Engineering, and Math (STEM) program in the Federal Classification of Instructional Programs (CIP). The proper CIP classification for the Geospatial Intelligence program will increase its market visibility to students.

The program will provide workforce-focused training in cutting-edge topics in geospatial intelligence, geographic information science, remote sensing, and data science in the big data era. The MS in Geospatial Intelligence will provide the skills and expertise to graduates to lead new initiatives in the rapidly-shifting landscape of defense and security applications. The field of geospatial intelligence was initially associated with national security, but now there is a need in a variety of areas, including machine intelligence, business intelligence, criminology, government, and emergency management. The curriculum in Geospatial Intelligence is distinct from Geospatial Information Sciences in that it has a stronger focus on remote sensing, information management, information security, and data analytics.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The program can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Science in Geospatial Intelligence.

COMMITTEE RECOMMENDATION: Approval		DATE: March 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND
OFFICE OF THE PRESIDENT

Main Administration Building
College Park, Maryland 20742
301.405.5803 TEL 301.314.9560 FAX

February 4, 2019

Chancellor Robert L. Caret
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783

Dear Chancellor Caret:

I am writing to request approval for a new Master of Science program in Geospatial Intelligence. The proposal for the new program is attached. I am also submitting this proposal to the Maryland Higher Education Commission for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Wallace D. Loh
President

MDC
cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Senior Vice President and Provost
Gregory Ball, Dean, College of Behavioral and Social Sciences

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Geospatial Intelligence
Title of Proposed Program

Master of Science	**Fall 2019**
Award to be Offered	Projected Implementation Date
220602	**29.0203**
Proposed HEGIS Code	Proposed CIP Code
Geographical Sciences	Ruibo Han
Department in which program will be located	Department Contact
301-314-1343	ruibo@umd.edu
Contact Phone Number	Contact E-Mail Address
2/4/19	
Signature of President or Designee	Date

A. Centrality to the University's Mission and Planning Priorities

Description. The Master of Science (MS) in Geospatial Intelligence at the University of Maryland, College Park (UMD) will provide workforce-focused training in cutting-edge topics in geospatial intelligence, geographic information science, remote sensing, and data science in the big data era. The program will provide skills and expertise to graduates to lead new initiatives in the rapidly shifting landscape of defense and security applications. The field of geospatial intelligence was initially associated with national security, but now there is a need in a variety of areas, including machine intelligence, business intelligence, criminology, government, and emergency management. The 30-credit master's program consists of 15 credits of core courses and 15 credits from a list of elective courses.

The program exists already as an iteration of UMD's Master of Professional Studies program. The Master of Professional Studies is an approved "umbrella" degree program created in 2005 to allow for nimble changes in graduate level training for working professionals. The proposed stand-alone MS program will succeed the current Professional Studies program iteration. A limitation of offering the program as a Professional Studies iteration is that all Professional Studies programs must use the same generic federal Classification of Instructional Programs (CIP) code rather than a CIP code that accurately describes the program content. Searches that use CIP codes to find program offerings do not result in the discipline-specific iteration, which reduces market visibility. Moreover, some CIP codes are designated as "STEM" eligible by the Department of Homeland Security, and international students with F1 visas who graduate from STEM designated programs may continue to work in the United States for two years longer than students in non-STEM designated programs. The generic CIP code for Professional Studies programs does not qualify as STEM-designated, even though the academic content of the Geospatial Intelligence program is STEM-related. The proposed MS program will have a STEM CIP code. Based on the number of inquiries from international students, the program expects to attract a significant number of international students, and a 24-month post-completion optional practical training (OPT) term will make the program more competitive for international applicants.

Relation to Strategic Goals. As the flagship campus of the University System of Maryland, and the original 1862 land-grant institution in the State, UMD has a mission to provide excellent teaching, research, and service to nourish a climate of intellectual growth and provide outstanding instruction in a broad range of academic disciplines and interdisciplinary fields. UMD has as a primary goal to provide knowledge-based programs and services that are responsive to the needs of the citizens across the state and throughout the nation. UMD states the following graduate education objective in its *Strategic Plan*: "The University will maintain excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their forward-looking curricula, and for their spirit of innovation and creativity."[1] UMD established the Geospatial Intelligence program as an iteration of the Master of Professional Studies in 2016 in order to expand

[1] University of Maryland, College Park. (May 21, 2008). *Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland.* (p. 15). Retrieved January 18, 2019 from: http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf.

professional graduate opportunities in emerging fields. The Geospatial Intelligence program addresses the immediate and growing need to train a workforce for the rapidly expanding local geospatial intelligence industry in Maryland and in particular the greater Washington, D.C. metropolitan area.

Funding. The program currently exists as a Master of Professional Studies iteration and no changes are being made to the program other than the conversion to a stand-alone MS program. Consequently, the resources that currently exist for the program are sufficient. The program derives its funding through tuition revenue.

Institutional Commitment. The program will be administered (as it currently is now) by the Department of Geographical Sciences within the College of Behavioral and Social Sciences. Since the program already exists as Professional Studies iteration, the department has the administrative, instructional, advising, and facilities infrastructure in place to operate the program. In the event that the program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. The growing field of geospatial intelligence was originally associated with national security—the National Geospatial-Intelligence Agency (NGA) is tasked with visualizing, analyzing, and assessing national security through collection and interpretation of geospatial data. These data now come from an ever-growing array of sources, including other intelligence agencies; grounded, airborne, and orbital sensor platforms; evolving silos of big data generated by Internet and Communications Technologies (ICTs); and actively and passively volunteered geographic information that populations and devices cast during their everyday actions and interactions. Geospatial intelligence has, however, begun to grow beyond its original security focus, and the field now encompasses a variety of arenas in which geospatial intelligence plays a role. In machine intelligence, geospatial intelligence is a core component of navigation systems for vehicles and robots, as well as computer vision schemes. In business intelligence, it forms the basis for geodemographics, customer management systems, marketing analytics, location-allocation and site selection support systems, and logistics. In criminology, geospatial intelligence is widely employed in managing public security and investigating crime. In government and public policy, geospatial intelligence is significant in resource allocation and assessment of service delivery. In natural hazards and emergency response, it provides key data management and analysis tools for monitoring, assessing, and mitigating capabilities in decision making, method preparedness, and early warning system. In engineering and computing industries, it forms an important component of systems engineering, particularly in the emerging area of cyber-physical systems and cyberspace systems using commercial and open-source platforms. In the earth sciences, geospatial intelligence is used to provide base mapping, geo-referencing, and data fusion for a variety of data products and sensor systems.

Our local surroundings play host to the center of influence for the geospatial intelligence industry in the United States. The National Geospatial-Intelligence Agency employs 8,500 people at the third largest federal building in the D.C. region at nearby Springfield, VA. The NASA Goddard Space Flight

Center in nearby Greenbelt, and the United State Geological Survey in nearby Reston, VA serve as the nexus for the nation's earth science geospatial intelligence. The U.S. Census Bureau in nearby Suitland, MD is tasked with a decennial nationwide data collection exercise that mobilizes a huge workforce to perform geospatial intelligence gathering year-round.

State Plan. The proposed program in Geospatial Intelligence aligns with the *Maryland State Plan for Postsecondary Education's* emphasis on success and innovation by connecting students with the innovative technologies needed for careers in geospatial intelligence. Students have access to two 25-seat GIS labs equipped with dual-monitor high-end workstations and connected to remote storage facilities. Students are also able to work from virtual desktops and servers supported by a VMware environment. The labs run a wide variety of commercial and open source software for GIS, remote sensing, statistical analysis, data access, image processing, mathematical analyses, graphics and 3D modeling, and software development. The department's Center for Geospatial Information Science maintains a set of location-aware devices for teaching mobile GIS. These include (1) tablets equipped with positioning and motion sensors that students can learn how to program and extract data from, (2) virtual reality media for immersive exploration of models and data, and (3) sensing devices for desktop and console computing that can generate real-time positioning, motion, and gesture captures.

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

The field of geospatial intelligence has recently and suddenly ballooned and major technology companies (Google, Apple, Facebook, Über, for example) have been scrambling to put together teams to get up to speed. These technology-based companies join already well-established geospatial intelligence divisions in major government contract companies in and around the Washington metropolitan area, such as BAE Systems, Lockheed Martin, Northrup-Grumman, IDS, and Leidos, as well as most banks and insurance companies, all of which have geospatial intelligence divisions. Entirely new companies are beginning to form around the topic of geospatial intelligence (see Palantir, which has offices locally in Tyson's Corner, VA). In early August 2015, Audi, BMW, and Daimler purchased the geospatial intelligence division of Nokia (known as "Here") for $3.1 billion.

The need for a well-trained and nimble workforce in geospatial intelligence is growing, markedly. The US Bureau of Labor Statistics *Occupational Outlook Handbook* does not list geospatial intelligence analysts as an occupation, but does project that jobs in a related category, cartographers and photogrammetrists, is growing "much faster than average" between 2016-2026.[2] The Bureau lists the state of Maryland as one of the strongest states in the nation for jobs in the geographical sciences, mainly because of the prevalence of federal agencies.[3] As noted above, however, geospatial intelligence is spreading beyond the traditional role of geography in governmental operations.

[2] US Bureau of Labor Statistics. (September 6, 2018). Occupational Outlook Handbook: Cartographers and Photogrammetrists. Retrieved from: https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm.
[3] US Bureau of Labor Statistics. (March 30, 2018). Occupational Employment and Wages, May 2017 - 19-3092 Geographers. Retrieved from: https://www.bls.gov/oes/current/oes193092.htm#nat.

D. Reasonableness of Program Duplication

As an iteration of the Professional Studies program in only its second year of operation, the program has proven student interest by enrolling 13 students. The program differs from research-oriented graduate programs in Geographical Sciences, such as UMD's Master of Science in Geographical Sciences program, because the proposed program is not designed to prepare students for doctoral study. The program also differs from geospatial information science (GIS) programs, which focus on methods of handling spatial data. GIS programs do not offer significant coursework in the specific area of geospatial intelligence. Geospatial intelligence coursework focuses on the cutting-edge technologies and platforms used in the geospatial intelligence industry, including open source tools and methods and big data computing.

The only existing Master of Science program in Geospatial Intelligence in the state is Johns Hopkins University's Master of Science in Geospatial Intelligence. The Johns Hopkins program is online, whereas the proposed program will be offered on campus as well as in a distance-learning (online) format. Maryland citizens who live in Montgomery and Prince George's counties and who wish to take advantage of on-site training and lab facilities will likely participate on-site. As geospatial intelligence continues to grow in a variety of industries, the demand for graduate-level training is likely to expand.

E . Relevance to Historically Black Institutions (HBIs)

No such program currently exists at any of Maryland's Historically Black Institutions (HBIs).

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

UMD has already established itself in the field of Geographical Sciences with its established undergraduate and graduate programs in geographical sciences. Accordingly, the proposed program would not have an impact on the uniqueness or institutional identity of any Maryland HBI.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The program was developed to expose students to geospatial information sciences in the context of geospatial intelligence. Students are taught the fundamentals of geospatial intelligence science and technology, including geospatial data handling processes that require advanced algorithms, models, and commercial and open source platforms. Applications of these skills are explored in a variety of geospatial intelligence contexts, including public administration and policy analysis, public safety, military intelligence, emergency response and preparedness, project and workflow management, environmental applications, urban studies and regional sciences, and transportation geography.

Faculty Oversight. The program will be housed in the Department of Geographical Sciences. The Program Oversight Committee is responsible for directing the program, while the program will be administrated and managed by the Department's Center for Geospatial Information Science (CGIS).

The program will also form a program advisory committee that will include the CGIS director, Professor Kathleen Stewart, and Geographical Sciences Graduate Director, Professor Laixiang Sun.

Educational Objectives and Learning Outcomes. Students are expected to complete the program with the following learning outcomes:

- A well-rounded understanding of the fundamental nature of geospatial intelligence and analysis, including the core theory, methods, and protocols for gathering and management of geospatial intelligence data, analyses and visualization of those data, use of the resulting products in operational settings for applied geospatial intelligence, and the ethical treatment of data and analysis throughout those procedures.
- Advanced expertise in either or both of the challenges and opportunities for geospatial intelligence in human, security, and engineering domains; and technologies for future geospatial intelligence and analysis in computing, machinery, and software.
- Practical, hands-on project and lab-style training with data collection procedures, data analysis, algorithm development, using commercial and open source modeling and analysis software and platforms.
- The ability to design and implement strategies to solve real-world intelligence problems as they present across a variety of domains, including intelligence activities, security and defense, hazards and emergency response and management, and transportation and urban applications.
- Training in analytic thinking and real-world problem solving for future success in the workforce. Skills include but are not limited to interpersonal communications and teamwork, creative and critical thinking, occupational planning and organizing, problem-solving and decision making.

The learning outcomes are the same for the distance-education and on-site students.

See Appendix A for more information on learning outcomes assessment.

Institutional assessment and documentation of learning outcomes. Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school. Graduate Outcomes Assessment reports for doctoral and master's programs are due every other year, with approximately half of the campus graduate programs reporting each year.

Course requirements. The curriculum will consist of 30 credits organized into the following categories:

- 15 credits of core courses
- 15 credits of elective courses

Geospatial Intelligence Core Courses (15 credits)		
Course	Title	Credits
GEOG661	Fundamentals of Geospatial Intelligence	3
GEOG662	Advances in Geographic Information Science and Remote Sensing	3
GEOG664	Geospatial Intelligence Systems and Platforms	3
GEOG665	Algorithms for Geospatial Intelligence Analysis	3
GEOG697*	Capstone Project	3

Geospatial Intelligence Elective Courses (15 credits)		
Course	Title	Credits
GEOG651	Spatial Statistics	3
GEOG656	Programming and Scripting for GIS	3
GEOG657	Web Programing	3
GEOG660	Advanced Remote Sensing Using Lidar	3
GEOG663	Big Data Analytics	3
GEOG680	Geospatial Intelligence Networks	3
GEOG682	Open Source Intelligence	3
GEOG683	Hazards and Emergency Management	3
GEOG686	Mobile Computing and Geospatial Information Management	3
GEOG684*	Image Analysis and Geovisualization	3
GEOG685*	Machine Learning and Data Mining	3
GEOG687*	Geospatial Intelligence for Security	3
GEOG688*	Human and Activity-Based Intelligence	3
GEOG690*	Data Visualization	3
GEOG691*	Food Security	3

*Courses that are planned for the program but have not yet completed the UMD course approval process.

See Appendix B for course descriptions.

General Education. Not applicable as this is as a master's program.

Accreditation or Certification Requirements. The program plans to seek the accreditation from the United States Geospatial Intelligence Foundation (USGIF). The USGIF is the only organization dedicated to promoting the geospatial intelligence tradecraft in the USA. Students do not need certification and do not need to graduate from an accredited program in order to work in this field, but accredited programs benefit the students, college, university, industry, government, and geospatial intelligence community at large by ensuring current hiring needs are reflected in cross-disciplinary coursework.

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.

Student Support. As the program already exists as an iteration of the professional studies program, student support mechanisms are already in place. The Center for Geospatial Information Science provides a comprehensive and detailed webpage of resources for understanding curriculum, advising, technological needs (including the learning management system), relevant Graduate School policies, financial aid and cost and payment information. See https://geospatial.umd.edu/education/resources for more details.

Marketing and Admissions Information. The professional studies program iteration is clearly and accurately described in the university website: https://geospatial.umd.edu/education/master-

professional-studies-geospatial-intelligence. This website will be updated for the Master of Science program upon approval.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. As the program is already offered as an iteration of the professional studies program, faculty resources are already in place. The Center for Geospatial Information Science has two full-time Lecturers for the program. These two dedicated lecturers will serve as instructors for most of the courses in the program, and some of the elective courses will be taught by other lecturers from the Geographical Sciences department. Initially, lecturers also provide lab instruction, but these responsibilities will be shifted to graduate teaching assistants as the program grows large enough to warrant the support of graduate teaching assistants (TA's) for supporting lab assignments.

In the following years, should enrollments grow as anticipated, we expect to hire one new lecturer and establishing two to three TA lines. In each case, resources for these hires will come from program revenues.

See faculty listing in Appendix C for those currently expected to teach in the program.

Faculty training. Courses are subject to constant updates with the development of the technologies in the geospatial intelligence industry. The Teaching and Learning Transformation Center at the University of Maryland inspires and supports effective, engaging, efficient, and equitable teaching innovations among the university's instructors and assistants. This team provides faculty with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries has conducted an assessment of library resources required for this program. The assessment concluded that the University Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The program exists already as an iteration of the professional studies program, and currently has facilities, infrastructure, and instructional resources in place. The Center for Geospatial Information Science has access to two 25-seat GIS labs with specialized software and hardware that allows students to engage in GIS training. The labs run a wide variety of commercial and open source software for GIS, remote sensing, statistical analysis, data access, image processing, mathematical analyses, graphics and 3D modeling, and software development. The Center maintains a set of location-aware devices for teaching mobile GIS. These include (1) tablets equipped with positioning and motion sensors that students can learn how to program and extract data from, (2) virtual reality media for immersive exploration of models and data, and (3) sensing devices for desktop and console computing that can generate real-time positioning, motion, and gesture captures. The Center also has high-performance computational capabilities.

For online components of the program, UMD maintains an Enterprise Learning Management System (ELMS) for coursework. ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. The Geospatial Intelligence program will use ELMS for all its courses. The Department of Geographical Sciences also maintains a Cisco WebEx Online course delivery platform, by which lectures, and discussions can be streamed virtually. Faculty, staff, and students can communicate in real-time using chat, voice (microphone and speakers), and video (webcam) with WebEx. WebEx allows for the ability to display presentations, annotate overtop slides, perform live editing of documents and even conduct a poll within the software. The Department maintains two dedicated servers and shared storage for server-side delivery of GIS software. All students, regardless of program modality, have access to the UMD email system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures. This program is relatively new, and enrollments do not yet cover the full cost of the program. Startup support is being provided by the Center for Geographical Information Science. As the program matures, it is anticipated that tuition revenue will cover the cost of delivery.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The proposed program provides workforce-focused technical training that gives graduates the technical skills and domain expertise to qualify for mid-level career opportunities in industry and government. Most of the current students in the program are working professionals from the Washington Metropolitan Area. The program uses a recruiting model that contributes to the diversity of the university by marketing and attracting applicants from various backgrounds and regions of the world. The program markets in person at professional conferences and has on-line question and answer sessions to reach the widest possible range of potential students. UMD has stated goals for recruiting and graduating a diverse population of graduate students in its strategic plan for diversity. The Graduate School works with programs on recruiting and graduating diverse populations. Furthermore, "the provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools."[4]

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

Should the program be approved, the goal is to offer a distance-education version of the program in order to reach a broader student population. UMD has received approval to offer programs through distance education and is a member institution of the National Council for State Authorization Reciprocity Agreements and therefore complies with C-RAC guidelines. See Appendix D for the UMD's notice to add distance education as a modality for this program.

[4] University of Maryland, College Park. (September 16, 2010). *Transforming Maryland: Expectations for Diversity and Inclusion.* (p. 20). Retrieved January 28, 2019 from: http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf.

Table 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue (c+g below)	$288,036	$415,348	$600,969	$734,404	$756,436
a. #FT Students	10	16	22	25	25
b. Annual Tuition/Fee Rate	$19,202	$19,778	$20,372	$20,983	$21,612
c. Annual FT Revenue (a x b)	$192,024	$316,456	$448,180	$524,575	$540,312
d. # PT Students	10	10	15	20	20
e. Credit Hour Rate	$800	$824	$849	$874	$901
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	$96,012	$98,892	$152,789	$209,830	$216,125
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	**$288,036**	**$415,348**	**$600,969**	**$734,404**	**$756,436**

able 2: Estimated expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	$212,800	$232,883	$299,837	$308,832	$318,097
a. #FTE	2.0	2.0	2.5	2.5	2.5
b. Total Salary	$160,000	$175,100	$225,441	$232,204	$239,171
c. Total Benefits	$52,800	$57,783	$74,396	$76,627	$78,926
2. Admin. Staff (b+c below)	$0	$0	$49,385	$50,866	$52,392
a. #FTE	0.0	0.0	0.5	0.5	0.5
b. Total Salary	$0	$0	$37,132	$38,245	$39,393
c. Total Benefits	$0	$0	$12,253	$12,621	$13,000
3. Total Support Staff (b+c below)	$0	$0	$84,660	$87,200	$89,816
a. #FTE	0.0	0.0	1.0	1.0	1.0
b. Total Salary	$0	$0	$63,654	$65,564	$67,531
c. Total Benefits	$0	$0	$21,006	$21,636	$22,285
4. Graduate Assistants (b+c)	$0	$76,648	$78,948	$81,316	$83,756
a. #FTE	0.0	2.0	2.0	2.0	2.0
b. Stipend	$0	$41,200	$42,436	$43,709	$45,020
c. Tuition Remission	$0	$35,448	$36,512	$37,607	$38,736
5. Equipment	$0	$0	$0	$0	$0
6. Library	$0	$0	$0	$0	$0
7. New or Renovated Space	$0	$0	$0	$0	$0
8. Other Expenses: Operational Expenses	$97,693	$118,773	$149,508	$171,602	$175,250
TOTAL (Add 1 - 8)	**$310,493**	**$428,304**	**$662,338**	**$699,817**	**$719,311**

Appendix A: Learning Outcomes Assessment for the Master of Science in Geospatial Intelligence

To ensure that these outcomes are met, the MS in Geospatial Intelligence (MS GEOINT) program will focus on coursework and course modules that emphasize:

1. Well-rounded understanding—Impose a core set of coursework to ensure that students develop a well-rounded education in the fundamentals of geospatial intelligence and analysis, with courses that cover basics of the profession and science, technical offerings, and ethics.
2. Advanced expertise—Offer a series of balanced electives that build on that core with advanced coverage of topics of a substantive nature and/or a technical nature.
3. Practical training—A capstone project will be required of all students, affording them the opportunity to develop hands-on problem-solving skills on operational intelligence tasks.
4. Lab skills—In each course, a set of projects or lab exercises will ensure that students apply their theoretical knowledge to actionable topics in geospatial intelligence and analysis.
5. Workforce success—A dedicated course will be offered to train students in the art and practice of thinking and acting entrepreneurially, so that they are well-prepared for success in the workplace.

Our success in guiding students through the outcomes will be evaluated using a set of varied metrics and instruments:

1. In-class observation–Assessments will be carried out throughout the program to gauge (1) student involvement, (2) student interest and engagement, (3) student performance, (4) faculty performance, and (5) the nature of the learning environment. This assessment will be carried out by informal observation by other faculties in the MS GEOINT program, as well as by faculty in the Department of Geographical Sciences. Unstructured (quick chats and check-ins) and structured (survey questions) data will be collected to support these observations.
2. Student participation—Will be gauged through checks on attendance and progression through course milestones (submitting assignments and projects in a timely manner). Where content is provided digitally (through Adobe Connect or via ELMS, for example), empirical metrics for students' access to course resources can also be evaluated.
3. Student feedback—Will be collected through open sessions (office hours or question-and-answer sessions) and formal evaluation events (end-of-course evaluation). Upon graduating from the course, we will also hold student exit interviews to gather feedback on their success in the course and in meeting our learning outcomes objectives.
4. Capstone project—The capstone project is one of the main culminating course experiences for the MS GEOINT program. Each capstone project will be evaluated in a dedicated review session and evidence of learning outcomes as they present in the projects will be assessed.

Appendix B: Course Descriptions

Core Courses

GEOG 661: Fundamentals of GEOINT (3 Credits)
Geospatial Intelligence (GEOINT) is the collection, analysis, visualization and dissemination of geospatial information to support decision-making. This course introduces the fundamental knowledge required to become a successful GEOINT practitioner, including the history of the GEOINT discipline, the intelligence applications of remote sensing and Geographic Information Systems (GIS) technologies, and how GEOINT products are used to support national security and humanitarian missions. Upon completion of this course you will understand the roles that technology, policy, doctrine, government, and industry play in shaping the Geospatial Intelligence discipline, and develop the technical knowledge and domain expertise to create basic GEOINT products that provide context for decision makers.

GEOG 662: Advances in GIS and Remote Sensing (3 Credits)
Focuses on state-of-the-art advances in geographic information science and remote sensing as they support geospatial intelligence. Focus on synergies between GIS and remote sensing in informatics, computer science, and spatial engineering, and their application to problem domains in human systems, physical systems, and cyberspace. Advances in GIS presents recent advances regarding fundamental issues of geo-spatial information science (space and time, spatial analysis, uncertainty modeling and geo-visualization), and new scientific and technological research initiatives for geo-spatial information science (such as spatial data mining, mobile data modeling, and location-based services). Advances in remote sensing will provide opportunity to understand and work with latest developments in the Remote Sensing datasets. The curriculum covers wide range of remote sensing data interpretation and their processing techniques.

GEOG 664: GEOINT Systems and Platforms (3 Credits)
There are numerous systems and platforms that support the collection, visualization and dissemination of Geospatial Intelligence (GEOINT). Platforms such as satellites and aircraft carry sensors systems that can detect both physical and man-made objects on the earth. Ground-based processing systems are used to analyze and visualize sensor data, and also to create and disseminate GEOINT products that guide decision-making. In this course you will learn how to develop and implement source-to-screen GEOINT workflows and will understand how to use a system of systems approach to describe the programmatic and technical strengths and weaknesses of many different GEOINT systems and platforms.

GEOG 665: Algorithms for GEOINT Analysis (3 Credits)
Exposes students to fundamental algorithms in geospatial intelligence and their application in methodological and substantive domains, and their implementation in computer programs and software systems. Current topics include spatial and space-time analysis, cartographic transformations, data compression and reduction, MapReduce and distributed data access, genetic algorithms, clustering and indexing algorithms, filtering algorithms, geometry and tessellation algorithms, routing

algorithms, localization algorithms, and complexity and scaling. Implementation of algorithms will be explored through pseudo-code and a variety of scripting, data access, and programming languages.

**GEOG 697: Capstone Project (3 Credits)*
The Capstone is an independent research project that demonstrates competence in geospatial intelligence technologies. This project can originate from an internship, from relevant work at a current or past employer, or can be developed in conjunction with CGIS faculty. The student will prepare a project report and presentation which shall contain an executive summary, background information including a literature review and establishment of requirements, a detailed technical description of the project data and methods, a discussion of results obtained, and final conclusions and recommendations. The final project submission will include all data, computer code and/or workflow documentation required to replicate the project results. In completing this project, students develop a concrete example of how GEOINT technologies can be applied to solve real-world problems and begin developing a portfolio that can be presented to potential employers.

Elective Courses

GEOG651: Spatial Statistics (3 Credits)
This course is about quantitative analysis of spatial data. It is intended to provide a broad survey of various spatial statistic methods. The course is geared towards helping students: (1) develop an understanding of the important theoretical concepts in spatial data analysis; and (2) gain practical experience in the application of spatial statistics to a variety of social and environmental problems using the advanced statistical software. This course covers five broad topical areas: (1) point pattern analysis; (2) area data analysis; (3) continuous data analysis; (4) spatial sampling; and (5) multivariate spatial and temporal analysis.

GEOG656: Programming and Scripting for GIS (3 Credits)
An introduction to programming and scripting for intermediate GIS users. The fundamental concepts of computer programming will be introduced within the Geoprocessing framework in ArcGIS primarily using Python. Basic concepts of object-oriented programming and scripting will be presented. Students will develop skills in programming techniques to explore, manipulate and model spatial data using the Geoprocessor methods.

GEOG657: Web Programming (3 Credits)
Intermediate course designed to teach students the techniques for Web development, particularly creating dynamic and data-driven Web applications. Introduces a high-level, object-oriented programming language such as VB.Net and the designing, coding, debugging, testing, and documenting for the development of Web-based applications. Other popular Web development tools such as DHTML, CSS and PHP are also covered.

GEOG660: Advanced Remote Sensing using Lidar (3 Credits)
Lidar, also known as laser scanning, is an active remote sensing tool that can produce high-resolution point clouds. Lidar is being applied to problems such as terrain modeling, biomass estimation, change detection, feature extraction, and measuring tree canopy. Topics covered are fundamentals of lidar,

current developments in lidar technology, and different applications where lidar is being used. Students will get hands-on learning about lidar data management, processing, and analysis.

GEOG 663: Big Data Analytics (3 Credits)
Designed to introduce statistical analysis over big data sets (and tackling big data problems), primarily in geography and spatial sciences, but with broader appeal throughout the socio-behavioral sciences. Students will be introduced to a range of methods that can be applied to the exploration, modeling, and visualization of big quantitative data. This course explores data fusion, statistical analysis, and data-mining for geospatial and non-geospatial data in structured and unstructured form, with an emphasis on large silos of data across diverse sources and assumptions. Topics will include open sourcing, metadata schemes, data standards and models, data-access, data-mining, clustering methods, classifiers, data reduction, machine learning, filtering schemes, real-time and streaming data, archiving and preservation, and handling uncertainty.

**GEOG 680: Geospatial Intelligence Networks (3 Credits)*
Networks are an important part of the Geospatial Intelligence (GEOINT) cycle, from the sensor networks that are used to collect raw geospatial information to the telecommunication networks that are used to disseminate finished GEOINT products. Transportation networks, computer networks, social networks, and many other man-made and natural features can also be characterized by a link-node network topology and can be studied using network science methods. Upon completion of this course you will be able characterize and classify real-world GEOINT networks and their components, understand network dynamics including routing, scalability, and robustness, and be able to apply engineering methods for network design and network analysis.

GEOG 682: Open Source Intelligence (3 Credits)
Open Source Intelligence (OSINT) is information that is publicly available which is collected and analyzed to support decision-making. The collection and analysis of OSINT is often considered to be the first step in developing an "all-source" intelligence product, where OSINT is fused with Geospatial Intelligence (GEOINT), Signals Intelligence (SIGINT), and Measurement and Signature Intelligence (MASINT), and Human Intelligence (HUMINT). In this course you will learn about the sources, ethics, and methods that are associated with OSINT, and will also develop knowledge and skills related to open-source geospatial technologies and organizations such as the Open Geospatial Consortium (OGC).

**GEOG 683: Hazards and Emergency Management (3 Credits)*
Timely and accurate Geospatial Intelligence (GEOINT) is essential for protecting people from hazardous events such as floods, wildfires, tsunamis, hurricanes, industrial accidents, and terrorist attacks. GEOINT plays a critical role in all four stages of emergency management: preparedness, mitigation, response, and recovery. The use of remote sensing and Geographic Information Systems (GIS) before, during, and after Hurricane Katrina and the 9/11 terror attacks are two of the case studies that are discussed during this course. You will develop a deeper understanding of the emergency management successes and failures that occurred during these historic and deadly events and learn the technical skills to develop and disseminate GEOINT products that support decision-making at all four stages of emergency management.

**GEOG684: Image Analysis and Geovisualization (3 Credits)*
This course explores image processing routines atop remotely-sensed data from a variety of multispectral, hyperspectral, radar, and microwave platforms, including data preparation and enhancement, feature transformation, classification, pattern detection, and feature extraction. It explore next-generation platforms for machine vision, including commercial sensors in location-aware devices and gaming devices, car sensor systems, and security cameras, and methods for object detection and tracking, structure from motion, and gait and expression analysis. It will also cover computer cartography, scientific visualization, handling high-dimensional data, and animation.

**GEOG685: Machine Learning and Data Mining (3 Credits)*
This course provides a basic introduction to Machine learning and Data mining, a dynamic and fast evolving subfield of artificial intelligence that learn from past experience and find useful patterns in data. Topics include the three basic branches in this field: (1) Supervised learning to predict problems; (2) Unsupervised learning for clustering data and discovering patterns from data; and (3) Reinforcement learning for decision making. The course will not only learn various machine learning and data mining techniques, but also learn how to apply them to real problems in practice including character recognition, speech recognition, text mining, document classification, pattern recognition, social media analysis, and information extraction from web pages.

GEOG 686: Mobile Computing and Geospatial Information Management (3 Credits)
An introduction to mobile GIS, to the programming concepts underlying mobile GIS development, and more importantly, to the design and implementation of a mobile GIS application. The course covers how to develop, test, and publish mobile GIS native apps working across two mobile platforms: Android and iOS. It also leverages the capabilities of JavaScript, Swift, Google maps, ArcGIS Server and runtime SDK to developing and publishing mobile GIS apps.

**GEOG687: Geospatial Intelligence for Security (3 Credits)*
This course focuses on security problem-sets, opportunities, methods, and applications of geospatial intelligence in security four main domains. First, in defense and homeland security, the course will examine how geospatial intelligence supports military operations (including operations other than war) and national security initiatives. Second, in the domain of crime, the course will explore how geospatial intelligence is used in law enforcement, crime prevention, and forensic analysis. Third, the course examines the role of geospatial intelligence in cyber-security, including topics such as cyber-crime, location spoofing, and space-time dynamics of computer virus and service attacks, fraud, and SPAM. Fourth, the course treats geospatial intelligence as it relates to the identification, analysis, evaluation, management, and response to hazards, crises, and critical scenarios. Here, we focus on both natural and on man-made phenomena and systems, as well as interactions between them.

**GEOG688: Human and Activity-Based Intelligence (3 Credits)*
This course focuses on the applied human domain of geospatial intelligence and its relationship to social and behavioral science. It begins with a review of human geography, behavioral geography, political geography, and cultural geography and their relationships to human intelligence gathering. It then focuses on fundamental and emerging techniques for activity-based intelligence. Current topics

include migration and flow, movement analytics, transportation analytics, time geography and event conceptualization, transactions and interactions, and social and cyber-physical networks.

**GEOG690: Data Visualization (3 Credits)*
Data visualization techniques provide people with enhanced perceptual and cognitive abilities to understand and extract information from increasing amounts of data. This course will introduce a number of common data domains and corresponding analysis tasks, including multivariate data, networks, text, and spatial data. Students will learn offline data visualization tools as well as interactive web techniques to create visualizations that allow viewers from all backgrounds to interact with data and gain insight into data through the data's presentation. This course will also cover computer cartography, handling high-dimensional data, and dynamic visualization.

** GEOG691: Food Security (3 Credits)*
Measuring human food security is an important application of geospatial intelligence. Remote sensing resources can be used to identify regions where food insecurity may occur, and geospatial data fusion can help analysts understand and predict broader national security implications. Course topics include monitoring crop conditions using multispectral imagery, developing products to manage agricultural areas, analyzing the complexity and diversity of food production systems, and integrating socioeconomic and demographic data into geospatial analysis processes and decision support products.

**Courses are being developed or moving through the UMD course approval process.*

Appendix C: Faculty

Dr. Micah Brachman, Full-time, Professional Track Faculty.
Micah Brachman is a Lecturer in the Center for Geospatial Information Science at UMD. He holds a Ph.D. (2012) and M.A. (2009) in Geography from the University of California, Santa Barbara and a B.S. (2000) in Geography from the University of Minnesota. Micah has extensive professional experience in GIS and Remote Sensing in the commercial, government, and non-profit sectors, and recently transitioned from a Geospatial Scientist position supporting the Army Geospatial Center to teach in the new Geospatial Intelligence (GEOINT) program. In addition to GEOINT, Micah is also actively engaged in teaching and scholarship in Hazards and Emergency Management, Network Science, and Active Transportation.
Courses to teach in program:
GEOG661, GEOG664, GEOG680, GEOG682, GEOG683

Dr. Junchuan Fan, Full-time, Professional Track Faculty.
Dr. Junchuan Fan is a postdoctoral research associate with the Center for Geospatial Information Science at UMD. His research is focused on spatiotemporal modeling and analysis of naturalistic driving behaviors, big geospatial data mining on human activity and movement dynamics, geospatial semantics, and smart cities. Dr. Fan has been involved in research projects funded by FDOT, MSHA, National Advanced Driving Simulator (NADS), and IARPA. He teaches courses on open source GIS, spatial databases, web mapping, and geospatial semantic data handling.
Courses to teach in program:
GEOG684, GEOG687, GEOG688

Dr. Ruibo Han, Full-time, Professional Track Faculty.
Dr. Ruibo Han is the Director and Senior Lecturer of the Master and Graduate Certificate programs of Professional Studies in Geospatial Intelligence in the Center for Geospatial Information Science at the UMD. He also teaches courses in both of the program, as well as the graduate and undergraduate programs in the Department of Geographical Sciences. Ruibo earned his Ph.D. in Geography from the University of Ottawa and formerly worked at the University of Ottawa and the University of Toronto teaching courses in GIS and Statistics. Ruibo's research and teaching interests include urban dynamics, web and mobile GIS, big data analytics, and public participatory geospatial systems, and he has received research funded and produced publications in these fields.
Courses to teach in program:
GEOG662, GEOG663, GEOG665, GEOG685, GEOG686, GEOG697

Dr. Eunjung Elle Lim, Full-time, Professional Track Faculty.
Dr. Lim earned a Ph.D. degree in Geography (GIS specialty) from the State University of New York at Buffalo. Her dissertation is about methodology detecting a sequence of changes in dynamic spatiotemporal data and investigating patterns of detected changes. In her dissertation she dealt emergency vehicle location and allocation strategies coping with time-varying emergency 911 calls. Her specialty is geographic information sciences. In the realm of GIS, she has developed special interest and knowledge in GIS modeling, programming, network analysis, and spatial statistics. She has about 12

years of experience developing software using Java, C, C++, Visual Basic and relational databases. She is very interested in designing and developing new functionalities in GIS that provide abilities to make users perform tasks that they even haven't thought they can do with geographical knowledge.
Courses to teach in program:
GEOG651, GEOG657

Dr. Jonathan Resop, Full-time, Professional Track Faculty.
Dr. Jonathan Resop earned his Ph.D. at Virginia Tech in Biological Systems Engineering. During his time at Virginia Tech, he worked on multiple projects related to spatial modeling and remote sensing, in particular problems that involve agricultural and environmental systems. His dissertation involved applying ground-based lidar to various ecological applications. After completing his Ph.D., he worked as a post-doc for the USDA-ARS in Beltsville in the Crop Systems and Global Change Lab, doing research related to simulating the potential production capacity of crops within regional food systems using a geospatial crop model. Jonathan received his undergraduate degrees at the University of Maryland, College Park in Biological Resources Engineering and Computer Science.
Courses to teach in program:
GEOG656, GEOG660

Dr. Kathleen Stewart, Full-time, Tenure-Track Faculty
Kathleen Stewart is Director of the Center for Geospatial Information Science and works in the area of geographic information science with a particular focus on geospatial dynamics. This includes topics such as moving objects research (e.g., space-time trajectories, space-time scheduling) and event modeling for dynamic GIS. She is interested in mobility, spatial accessibility, big geospatial data, and currently investigates movement and mobility for a number of different application domains, for example, health and transportation. She is also interested in modeling geospatial semantics including geospatial ontologies and their role for geographic information system design, and spatiotemporal information retrieval. At the University of Maryland, Dr. Stewart is a member of the Program in Oncology at the University of Maryland Marlene and Stewart Greenebaum Comprehensive Cancer Center and also collaborates with researchers at the Institute for Global Health, the Center for Substance Abuse Research, the National Transportation Center, the School of Public Health, and among others. Her research is currently supported in part by grants from the National Institutes of Health, NASA, and the Federal Highway Administration, among other organizations, and she has also received support from IARPA, NGA and NSA. Dr. Stewart serves as a member of the Mapping Science Committee of the National Academies of Sciences, Engineering and Medicine and the Board of Directors for the University Consortium of Geographic Information Science. She is a member of the steering committee for the Maryland Transportation Institute. She also serves as a member of the editorial boards for The International Journal of Geographical Information Science (IJGIS), Computers, Environment, and Urban Systems, Transactions in GIS, Geographical Analysis, and the open-access Journal of Spatial Information Science (JOSIS).

Appendix D Distance-Education Offering of Program

The Maryland Higher Education Commission

Change in Program Modality Request Form

Institutions may change an approved program's modality.

An institution of higher education that has received approval to operate a program in the state of Maryland may add, change, suspend, or discontinue a program modality if the institution provides advance notice to the Commission in accordance with COMAR 13B.02.03.29 and COMAR 13B.02.03.22

An institution's notice to the Commission shall include:

Provide the program's title and degree level:

Master of Science in Geospatial Intelligence

Provide the program's HEGIS and CIP code:

HEGIS: 220602
CIP: 29.0203

Provide a description of, and rationale for, the addition, change, suspensions, or discontinuation of program modality:

In order to reach a broader range of students, courses will be delivered in a hybrid format. Instructors will present lectures and lead discussions in a regular classroom setting, while also streaming the lectures online. Students that can attend in person may do so, while those that require or prefer remote access can also participate (via WebEx technology). Similarly, laboratory sessions may be attended tangibly, or students may access instruction remotely using video conferencing and virtual machine access to our software and data in the Department of Geographical Sciences.

Provide an affirmation that the program's most recently approved curriculum and objective are coherent, cohesive, and comparable, regardless of program modality:

Students in the distance-education format are taking the same courses as the students who are on campus. The program objectives and outcomes are therefore the same as they are for the on-campus modality.

Provide the planned implementation date of the addition, change, suspension, or discontinuation of program modality:

August 1, 2019

For any suspension or discontinuation of a program modality;

Provide the number of students enrolled in the program who are using that program modality and their expected graduation dates:

N/A

Provide a plan that covers each of the students using the program's modality to ensure that:

The student's time to completion of the program is not increased;
Students and faculty continue to have access to course material, student services, and academic support for the duration of the program.

The proposed program will be delivered in a hybrid format, thus all students will be taking the same courses. Some students will be in the classroom and some will be attending remotely. Those who attend remotely have access to on-campus resources equal to on-site students. The distance-education students follow the same course plan as the on-site students. All available resources for our current MPS GEOINT program are listed on our program website (https://geospatial.umd.edu/education/resources).

Please submit the coversheet and Program Modality Request form to the Secretary via postal mail or electionally to acadprog.mhec@maryland.gov

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Proposals of New Academic Titles and Ranks: University of Maryland, Baltimore and University of Maryland, Baltimore County

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: The University of Maryland, Baltimore and the University of Maryland, Baltimore County present requests for approval to establish new ranks and titles to be included in their institutional appointment, promotion/rank, and tenure policies (APT; ART) and, subsequently, to be used by their faculty. Currently, faculty ranks are listed in the USM Policy on Appointment, Promotion, and Tenure of Faculty (II-1.00). Section II. A. 2., *Faculty Ranks, Promotion, Tenure, and Permanent Status; General Principles*, of the USM APT policy states, "In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents."

Prior to the current requests, new ranks and titles approved by the board would have been inserted in the aforementioned USM policy. However, the Office of Academic and Student Affairs plans to revise the APT policy with a major change being the deletion of the entire section of several pages that lists every faculty title at every USM institution. Subsequently, USM staff, in consultation with the Office of the Attorney General, supports these institutions' requests for approval to insert these titles and ranks to their *institution's* appointment, promotion/rank, and tenure policies without inserting the titles to the USM APT policy. Even though one institution having these titles would not obligate every institution to have the same titles, USM has consulted with the institutions' provosts, and they are also in agreement with the plan for institutions' titles to be brought to the Board of Regents for approval without including those titles in the USM policy, which will undergo major revisions in the near future.

Letters are attached to describe the following requests to adopt the identified ranks and titles for use at the respective institution:

University of Maryland, Baltimore
Graduate School Assistant Professor
Graduate School Associate Professor
Graduate School Professor

University of Maryland, Baltimore County
Part-Time Adjunct III
Full-Time Principal Lecturer

Dr. Joann Boughman will present these proposals, and the institutions' provosts are available to offer comments and answer questions.

ALTERNATIVE(S): The Regents may not approve these requests or may request further information.

FISCAL IMPACT: There is no fiscal impact associated with this proposal.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the University of Maryland, Baltimore's request to adopt the ranks of Graduate School Assistant Professor, Graduate School Associate Professor, and Graduate School Professor for use at the institution.

That the Education Policy and Student Life Committee recommend that the Board of Regents approve the University of Maryland, Baltimore County's request to adopt the ranks of Part-Time Adjunct III and Full-Time Principal Lecturer for use at the institution.

COMMITTEE RECOMMENDATION: Approval		DATE: March 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY of MARYLAND
GRADUATE SCHOOL

FLAVIUS R. W. LILLY, PhD, MA, MPH
Senior Associate Dean

University of Maryland Graduate School
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December 13, 2018

Joann Boughman, PhD
Senior Vice Chancellor for Academic and Student Affairs
University System of Maryland
3300 Metzerott Road
Adelphi, MD 20783-1690

Dear Dr. Boughman,

The University of Maryland, Baltimore (UMB) Graduate School desires to appoint faculty on the non-tenure track at the ranks of assistant professor, associate professor and professor. We are working to amend the Graduate School advancement and promotion policy to include appointments at these ranks on the non-tenure track. The new ranks are needed to afford faculty within the Graduate School professional advancement and to allow the School to appoint senior level individuals.

However, in order to amend our policy, the Board of Regents must approve the addition of the following non-tenure track titles:

Graduate School Assistant Professor
Graduate School Associate Professor
Graduate School Professor

These new titles will be used to appointment Graduate School non-tenure track faculty in the professorial ranks. The faculty in the UMB Graduate School requested this change through our shared governance process. The Dean's office agreed to help facilitate this policy change. Once UMB is permitted to offer these faculty ranks, the proposed advancement and promotion policy will go through shared governance review by the faculty.

Sincerely,

Flavius Lilly

cc: Dr. Bruce Jarrell, Provost and Dean, Graduate School
Dr. Roger Ward, Vice Dean, Graduate School
Dr. Erin Golembewski, Senior Associate Dean, Graduate School
Mr. Jim Reynolds, Assistant Vice President, Academic Affairs

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Office of the Provost
University of Maryland, Baltimore County
1000 Hilltop Circle
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January 28, 2019

TO: Dr. Joann Boughman
Senior Vice Chancellor for Academic Student Success

FROM: Dr. Philip J. Rous
Provost and Senior Vice President

RE: UMBC Requests Principal Lecturer and Adjunct III Ranks

Upon the recommendation of the Faculty Senate, the Adjunct Faculty Advisory Committee, the Council of Deans, Council of Vice Presidents and Deans, the Provost and the President, UMBC is requesting approval to adopt the ranks of full-time Principal Lecturer and part-time Adjunct III for our campus. In each case, these ranks would make available, and establish the criteria for, a third and higher rank beyond Senior Lecturer and Adjunct II for non-tenure track full-time and part-time faculty respectively.

The need for these additional faculty ranks was identified in UMBC's most recent strategic plan and the recommendations of our 2016 Middle States Self-Study and accreditation review. Approval of these faculty ranks will allow UMBC to advance core drivers of student success by appropriately recognizing, rewarding and retaining a select group of outstanding non-tenure/tenure track faculty that has demonstrated an advanced and long-term commitment to teaching excellence, curricular innovation and pedagogical leadership at UMBC.

Under the implementation protocols of the recommendations of the 2016 UMBC strategic plan and 2016 Middle States Self-Study, UMBC's administration and our shared governance bodies were charged with identifying and implementing specific operational actions to advance the strategic goals of increased student success. Working closely with our Adjunct Faculty Advisory Committee, UMBC's Faculty Affairs Committee, Faculty Senate and other related constituencies over the course of two years, these additional faculty ranks and the criteria for promotion to these ranks were approved by the Faculty Senate on April 13, 2018.

The recommendation to adopt these ranks was forwarded from Faculty Senate to President Freeman Hrabowski on June 21, 2018. President Hrabowski strongly supports the implementation of this recommendation, subject to permission being granted by the USM Board of Regents. Such permission is being sought at this time.

Please let me know you need additional information.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Proposed USM Student Council Constitutional Amendments

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: Concerns were raised at the September 2017 meeting of the USMSC related to the congruence of the documents that govern the USMSC. Issues of concern were:

(1) awkwardness of approving regional center participation;

(2) conflicts in procedures related to officers between the Constitution and the Bylaws; and

(3) overall addition of details in what many in the USMSC see as an overview-providing document.

In March 2018, the committee initially proposed that the USMSC Constitution and the USMSC Bylaws should be modified to handle the above concerns as follows:

(1) State the composition of the USMSC. Additional regional centers or institutions will therefore require an amendment to this document.

(2) Discussion of only structure of USMSC in Constitution. Responsibilities of members, Executive Council, and Board of Directors will be detailed in Bylaws.

(3) Delegation of points of procedure not relating to the Constitution itself (e.g., amendment procedures) to the Bylaws.

The removal of the Student Regent selection process is a notable change. The Student Regent selection process is broadly described in the USM Policy on the USM Student Council (I-3.00). The Council will determine what aspects of the Student Regent selection process should be included in the Council Bylaws. The USMSC notes that the selection of the Student Regent is one of its primary tasks each year and that the movement of the process to a more flexible document (i.e., the Bylaws, whose amendments receive USM Office review but do not require BOR approval) does not reflect a desire to change the process, but a wish to streamline and simplify the documents that new students use each year to understand their role in shared governance within the USM. The movement of this process from the Constitution into the Bylaws also leaves room for adjustments to be made simply if current or future legislation regarding the composition of the Board of Regents and, necessarily, the student regent should pass.

These amendments were discussed during the October 2018 and February 2019 USMSC meetings. On February 10, 2019, the USMSC voted unanimously to approve these amendments and present them to the Committee on Education Policy and Student Life and, subsequently, the full Board of Regents for approval.

ALTERNATIVE(S): The regents may not approve the amendments, may make recommendations, or may ask for additional information.

FISCAL IMPACT: There is no fiscal impact associated with these proposed amendments.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:		DATE: March 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

I-3.01 UNIVERSITY SYSTEM OF MARYLAND STUDENT COUNCIL CONSTITUTION
(As approved by the Board of Regents, June 10, 1994;
Amended July 13, 2001; Amended April 13, 2012; Amended _____)

SECTION I: MISSION AND PURPOSE

The University System of Maryland Student Council (USMSC) is an apolitical advisory board established to assist the Chancellor. The Council derives its authority from the Board of Regents and shall act as a conduit for communication between students and the Chancellor and the Board of Regents. In keeping with its proactive nature, the Council will propose new policies and policy changes to both the Chancellor and the Board of Regents, as well as review other proposed policies.

Deleted: , hereafter referred to as the "Council",

The primary function of the USMSC will be to advise the Chancellor on issues, matters, and policies having direct bearing on students and student affairs of the System as a whole. In fulfilling this function, the Council will transmit to the Chancellor its majority and minority views on behalf of its constituent student bodies.

Deleted: Council

The Council will also function as a network for sharing ideas and concerns of general interest to students and act as resource contacts for student government associations on the individual campuses.

SECTION II: STRUCTURE AND REPRESENTATION

~~(A) Each degree-granting institution will have two (2) representatives on the University System of Maryland Student Council ("Council"). The method of selection will be determined by the student government(s) or student council(s) of each institution or regional center, except the University of Maryland University College, which will determine its own method. The representatives will be determined with the advice and consent of the institution president or Regional Center executive director. It is not necessary that the representatives be members of any student government association or student council.~~

~~(i) Regional Centers. University System of Maryland Regional Centers shall submit petitions for full membership to the Council. Regional Centers who wish to continue their membership with the council will submit a resolution before the Council on the last meeting of the Council's schedule. The Council must pass the resolution in order for the Regional Centers to obtain full membership in the succeeding Council year.~~

~~(B) Each degree-granting institution or Regional Center shall have one vote on the council. Regional Centers may be granted full-voting rights upon Council approval pursuant to Section I.A.i. Only the representatives will be allowed to vote. No absentee or proxy votes will be allowed.~~

~~(C) The Student Regent will be an ex-officio member of the Council.~~

~~(D) The representatives will serve a term from May to the following May.~~

A. The USMSC is primarily composed of two Representatives from the following degree-granting USM institutions and regional centers: (1) Bowie State University; (2) Coppin State University; (3) Frostburg State University; (4) Salisbury University; (5) Towson University; (6) University of Baltimore; (7) University of Maryland, Baltimore; (8) University of Maryland, Baltimore County; (9) University of Maryland, College Park; (10) University of Maryland, Eastern Shore; (11) University of Maryland, University College; (12) University of Maryland, Center for Environmental Science; (13) Universities at Shady Grove; and (14) USM at Hagerstown.

B. The USMSC Executive Board shall be composed of elected officers limited to: President, Vice President of Graduate Affairs, and Vice President of Undergraduate Affairs.

C. Participants in the USMSC that support the function and mission of various aspects of the USMSC compose the Board of Directors.

D. Ex-Officio members to the USMSC are:
a. The Student Regent; and
b. USM System Office representatives.

~~SECTION II: OFFICERS AND DUTIES~~

~~(A) The Chairperson calls and presides at all meetings of the Council. He or she will appoint, with majority approval of all Council representative present, the Chairperson of all committees created by the Council and serves as an ex-officio member of each. The Chairperson reports to the Chancellor and the Board of Regents.~~

~~(B) The Vice-Chairperson assumes the duties of the Chairperson during his or her absence or disability. He or she will perform such additional duties as the Chairperson requests.~~

~~(C) The Secretary-Treasurer will maintain the minutes, rolls and other such records of all regular and closed meetings of the Council. He or she is responsible for distributing the minutes and financial reports of the Council to its members and for sending out written notices of all regular and special meetings. He or she will perform such additional duties as the Chairperson may request. The Secretary-Treasurer will formulate a semi-annual report of the financial activity of the Council, if applicable.~~

~~SECTION III: ELECTION OF OFFICERS~~

~~(A) Election of officers for the succeeding Council year will be held annually, on the last day of the Council year. Vacancies that occur during the Council year will be filled by the Council.~~

~~(B) All members are eligible to run for officer positions, including Regional Center representatives upon the approval of their membership.~~

Commented [ZL1]: •Rewording section describing which institutions are able to have representation.
•Inclusion of the regional centers in the main list makes the separate regional center section unnecessary.
•Including USM officials as ex-officio
•Functional roles and voting rights moved into bylaws.
•Length of term moved into bylaws.

Commented [ZL2]: Procedural language moved into bylaws.

(C) The Student Regent will plan and execute the Council elections. The Student Regent will count the votes and announce the new officers immediately after the balloting.

(D) Voting will be by secret ballot.

(E) New officers will be determined by simple majority.

Commented [ZL3]: Procedural language moved into bylaws.

SECTION IV: STUDENT REGENT SELECTION PROCESS

(A) The Council will conduct the Student Regent selection process at its December meeting.

(B) Each of the eleven degree-granting institutions in the University System of Maryland may nominate a student to be interviewed at the December meeting. Students attending Regional Centers may submit applications for Student Regent in their home institutions. Granting institution or Regional Center shall have one vote on the Council. Regional Centers may be granted full-voting rights upon Council approval pursuant to Section I.A.i. Only the representatives will be allowed to vote. No absentee or proxy votes will be allowed.

(C) Within five days of the December meeting, the Chairperson of the Council will send a letter to the Chancellor certifying that the selection process was carried out in accordance with this Constitution and the corresponding bylaws and transmitting the names of the Council's nominees for the position of Student Regent.

(D) The selection process may be further elaborated in the bylaws.

(E) Regional Center representatives may participate in the interview process and the deliberation, but will not be able to cast a vote for the Council's nominees for Student Regent.

Commented [ZL4]: The Council wishes to remove this level of detail from the Constitution. The student regent selection process is broadly described in the USM Policy on the USM Student Council (I-3.00), and the Council will work to insert appropriate language into the Bylaws and/or other internal, guiding documents.

SECTION III: MEETINGS

Deleted: V

(A) The Council will meet at least twice a semester, with time and place decided upon by a majority of the members at an official meeting.

(B) Special meetings, including meetings over the summer term and winter break, may be called by the Chairperson or upon petition by a simple majority of the Council membership. At least ten (10) days notice is *required* for such meetings to be official.

(C) The Council will meet at least once a year with the Chancellor.

(D) The Council meetings will be open to all interested persons unless an Executive Session is called for by simple majority vote of the members present.

Commented [ZL5]: Too nuanced and procedural. Opting for broader language to guide meetings.

A. A simple majority of the active USM institutions and regional centers, as defined by the Bylaws, will constitute a quorum.

B. An official meeting of the USMSC is one where quorum is met with additional constraints according to the Bylaws.

C. Official meetings of the USMSC will be open to all interested persons, unless a closed session is called during an official meeting.

SECTION VI: ATTENDANCE AT MEETINGS

(A) Attendance at all meetings is expected. Upon the absence of a representative, the Secretary shall send a letter to the president of the student government or student council representative's institution or Regional Center declaring the absence. The Chairperson of the Council and the representatives absent shall receive copies of the correspondence. After two absences, a letter recommending resignation of the representative will be sent to the Vice President for Student Affairs or the Executive Director of Regional Centers.

(B) If an institution is not represented for two consecutive meetings, the Chairperson may appoint, with Council approval, appropriate representation for that institution or Regional Centers, to serve with full voting rights until duly selected representatives attend.

SECTION VII: REMOVAL OF OFFICERS

(A) Removal proceedings may be initiated against an officer for failure to carry out his or her respective duties as outlined in the constitution.

(B) A majority of the voting representatives will be required to initiate the removal process.

(C) The accused has the following rights:

(i) Notificationofdate,time,placeofthehearing,bycertifiedmailatleast fourteen (14) days in advance of the hearing;

(ii) A copy of the charges and the evidence upon which the charges are included with the notification;

(iii) An advisor of his or her choice may be presented during the removal process; and

(iv) Presentation of evidence and witnesses in his or her behalf and responses to allegations.

~~(D) The Chancellor or his designee must be present at the hearing.~~

~~(E) The Chairperson shall preside over the proceedings.~~

~~(F) If the Chairperson is the officer facing charges, the Vice-Chairperson shall preside over the proceedings.~~

~~(G) A two-thirds majority of the voting representatives (excluding the accused officer) will be required to remove an officer.~~

Commented [ZL6]: Former sections VI and VII are procedural and are being moved to the bylaws.

SECTION IV: PARLIAMENTARY PROCEDURE

Deleted: VIII

The most recent edition of *Robert's Rules of Order* will govern the USMSC meetings except when in conflict with this Constitution.

Deleted: Council

SECTION V: AMENDMENT PROCEDURES

Deleted: IX

(A) To amend this Constitution, the following criteria must be met:

1. Any proposed amendment will be presented in a written form at least one meeting prior to the one at which a vote is taken.

2. The proposed amendment must be sent to each member in printed form with notice of the called meeting.

3. The proposed amendment must receive a two-thirds majority of the representatives to be included in the constitution.

(B) Any changes must also be approved by the Chancellor and the Board of Regents of the University System of Maryland.

UNIVERSITY SYSTEM OF MARYLAND STUDENT COUNCIL

CONSTITUTION

(As approved by the Board of Regents, TBD)

SECTION I: MISSION AND PURPOSE

The University System of Maryland Student Council (USMSC) is an apolitical advisory board established to assist the Chancellor. The USMSC derives its authority from the Board of Regents and shall act as a conduit for communication between students and the Chancellor and the Board of Regents. In keeping with its proactive nature, the USMSC will propose new policies and policy changes to both the Chancellor and the Board of Regents, as well as review other proposed policies.

The primary function of the USMSC will be to advise the Chancellor on issues, matters, and policies having direct bearing on students and student affairs of the University of Maryland System (USM) as a whole. In fulfilling this function, the USMSC will transmit to the Chancellor its majority and minority views on behalf of its constituent student bodies.

The USMSC will also function as a network for sharing ideas and concerns of general interest to students and act as resource contacts for student governments on the individual campuses.

SECTION II: STRUCTURE AND REPRESENTATION

A. The USMSC is primarily composed of two Representatives from the following degree-granting USM institutions and regional centers: (1) Bowie State University; (2) Coppin State University; (3) Frostburg State University; (4) Salisbury University; (5) Towson University; (6) University of Baltimore; (7) University of Maryland, Baltimore; (8) University of Maryland, Baltimore County;
   (9) University of Maryland, College Park; (10) University of Maryland, Eastern Shore; (11) University of Maryland, University College; (12) University of Maryland, Center for Environmental Science; (13) Universities at Shady Grove; and (14) USM at Hagerstown.
B. The USMSC Executive Board shall be composed of elected officers limited to: President, Vice President of Graduate Affairs, and Vice President of Undergraduate Affairs.
C. Participants in the USMSC that support the function and mission of various aspects of the USMSC compose the Board of Directors.
D. Ex-Officio members to the USMSC are:
    a. The Student Regent; and
    b. USM System Office Representatives.

SECTION III: MEETINGS

A. A simple majority of the active USM institutions and regional centers, as defined by the Bylaws, will constitute a quorum.
B. An official meeting of the USMSC is one where quorum is met with additional constraints according to the Bylaws.
C. Official meetings of the USMSC will be open to all interested persons, unless a closed session is called during an official meeting.

SECTION IV: PARLIAMENTARY PROCEDURE

The most recent edition of *Robert's Rules of Order* will govern the USMSC meetings except when in conflict with this Constitution.

SECTION V: AMENDMENT PROCEDURES

A. To amend this Constitution, the following criteria must be met:
    a. Any proposed amendment will be presented in a written form to the USMSC at least two weeks prior to the meeting at which a vote is taken.
    b. The proposed amendment must receive a two-thirds majority of the Representatives.
B. Any changes must also be approved by the Chancellor and the Board of Regents of the University System of Maryland.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Update: Civic Education and Civic Engagement Efforts

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: In May 2018, the Board of Regents received the final report of the USM Workgroup on Civic Education and Civic Engagement and accepted the recommendations of that workgroup. The recommendations included:

- Establish a USM Civic Learning and Democratic Engagement Workgroup as an ongoing USM workgroup with responsibility for defining goals and developing and analyzing System-wide progress toward those goals.
- Foster an ethos of civic engagement and participation across all parts of all institutions and through the educational culture.
- Encourage Carnegie Community Engagement classification for all institutions in USM.
- Encourage voting by using the National Study of Learning Voting and Engagement (NSDLV) data to document and assess progress toward higher voter participation from each institution.
- Expand opportunities for civic learning and engagement throughout coursework and through community leadership programs.

USM established the Workgroup and identified four committees to carry out the work: a committee on Carnegie Classification, a committee on curriculum integration, and a committee on voting and census. In addition, we have a steering committee of provosts and vice presidents from all the institutions to serve as key points of contact for the work. A new USM webpage has been established for the USM Civic Education/Civic Engagement work: https://www.usmd.edu/usm/academicaffairs/civic-engagement/.

Subcommittee on Carnegie Classification AY 18-19

- Several USM institutions are preparing applications to receive Carnegie Community Engagement Classification under Towson University's leadership. Towson is one of three Maryland institutions with the classification, and the only USM institution at this time.

Subcommittee on Curriculum Integration AY 18-19

- Reviewed and updated the inventory of activities and partnerships in USM BOR Workgroup Report.
- Identifying opportunities for collaboration and researching best practices.
- Identifying strategies to mitigate gaps within/across USM institutions in civic engagement and civic education.

- Interested in planning a faculty professional development conference for AY19-20; will be seeking support for the conference.

Subcommittee on Voting and Census AY 18-19

- All USM institutions participated in National Voter Registration Day (September 25, 2018).
- Institutions identified successful campus strategies for encouraging voter registration, which included Turbo Vote, student ambassadors, and coalitions between student affairs and academic affairs.
- Professors Stella Rouse and Mike Hammer (UMCP Political Science) met with the subcommittee to share research insights on "identity politics" and election reforms that affect students/millennials who are "digital natives" and possible strategies to reach them and engage them in the electoral process.
- Spring activities include establishing campus activities around the 2020 Census.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: March 5, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Update: USM P-20 Initiatives

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, March 5, 2019

SUMMARY: Traditionally we give the Board of Regents an annual update on highlights of USM's P-20 initiatives every spring. The P-20 work in the Office of Academic and Student Affairs encompasses partnerships between USM, USM institutions, community colleges, independent universities, and the Maryland's public schools. The P-20 Office serves as a single point of contact for the education segments from the P-12 schools through community colleges to universities to collaborate on shared objectives of building seamless educational experiences for students from kindergarten through college and career.

MCCE

This year, the work of the P-20 office has expanded with the addition of the new Maryland Center for Computing Education (MCCE). We hired a new program director and a research director in July 2018, and have made progress with organizing the center, outreach to the school districts, and development of summer professional development programs for teachers. In summer 2019, we anticipate providing professional development for over 200 Maryland teachers, while assisting all Maryland school systems develop and implement their plans for making computer science opportunities available to all students in the state.

B-Power

USM continues to work on the B-Power Initiative. John Brenner, Director of Early College Initiatives at the University of Baltimore, has led this work, and has expanded the program again, this year. Dual enrollment headcount at UB has grown twentyfold since 2016, and partner high schools and community-based partners increased tenfold. Growth included the participation of middle school students in the College Readiness Academy for the first time as well. now at the cusp of reaching nearly every eligible public high school in Baltimore with B-Power dual enrollment. Significant steps have been made in establishing a consortium of higher education collaborators. UB and Baltimore City Community College have signed a MOU that ensures that BCCC will give college credit to students who take the dual enrollment courses offered by UB in the Baltimore City Public Schools. In addition, UB is hosting regular meetings that include Coppin and Morgan, in addition to UB, BCCC, and the Baltimore City Public Schools.

Teacher Workforce Workgroup

At the February 2019 meeting of the Council of University System Presidents, Chancellor Caret received approval to establish a workforce workgroup to look at the teacher pipeline. The Kirwan Commission has identified teaching and teachers as critical to improving public education in Maryland,

and USM provides almost 70% of the Maryland-prepared teachers. The Teacher Workforce Workgroup is charged with examining matters of quantity and quality in producing an appropriate teacher workforce for our state and advising System leadership and the Regents on how the USM can best shape its resources in that effort, in anticipation of the FY2021 Enhancement Request. Dr. DeBrenna Agbenyiga, Provost at Bowie State University, and Dr. Laurie Mullen, Dean of Education at Towson University, will co-chair a workgroup composed of all ten USM Education Deans and Directors, USM's Institutional Research office, and augmented by representatives from the Maryland Independent College and University Association, the Maryland Association of Community Colleges, the Maryland State Department of Education, and the Maryland Higher Education Commission.

First in the World Maryland Mathematics Reform Initiative (FITW-MMRI)
USM received a four-year, three-million-dollar grant from the U.S. Department of Education in 2015. The grant directly addresses the problem of too many undergraduate students placing into non-credit developmental and remedial mathematics courses. In collaboration with seven community colleges and five USM institutions, USM has supported the development of a statistics pathway that accelerates students' progress through their general education required mathematics courses. We now have results from the first cohort of students who completed the innovative math pathway, and the outcomes exceeded our expectations. The evaluation of the first cohort of 2000 students in 10 different institutions showed that students in the new pathways courses passed at a higher rate than students in traditional college algebra courses.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: March 5, 2019
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SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Maryland Center for Computing Education (MCCE)

The ***MCCE*** is designed to expand access to high-quality Pre-Kindergarten-12 (P-12) computing education by strengthening educator skills and increasing the number of computer science teachers in elementary and secondary education. It also serves as a focal point for broader collaborative initiatives to increase the availability and quality of P-12 computing education across the state, including stakeholder meetings and partnerships; teacher certification efforts; standards and curriculum development; innovative pedagogical research and practices; training and awareness for administrators, students, and parents; and coordinating with related national efforts.

The ***MCCE*** is housed at the University System of Maryland. The long-term vision is for a collaborative Center that has connections with USM campuses, school systems, nonprofits, industrial partners, and other government agencies for a strong public-private partnership. The MCCE Steering and Advisory Committees will include representatives of multiple stakeholders and institutions, to foster a strong community-centered vision.

Building on several national-level computing initiatives (including the White House's CS for All initiative, the NSF-funded Expanding Computing Education Pathways Alliance, and the P-12 Computing Education Framework initiative and working in collaboration with the progress of national computing education projects and partners, Maryland is well-positioned to establish a comprehensive approach to meeting the needs of educators and expanding options for Maryland's future knowledge economy. The centralized infrastructure provided by ***MCCE*** will increase access, equity, and efficiency of computing education.

MCCE Activities

To support the Maryland Computing Education 15-Year Goals, the initial primary focus of the ***MCCE*** is to increase the number of qualified P-12 teachers who teach computational thinking in STEM courses and a full range of computer science courses, leading to multiple postsecondary options in computer science, information technology, and cybersecurity. The ***MCCE*** assists local school systems and other partner organizations to increase student exposure to computing and computational thinking by supporting existing teachers, creating a pool of new computer science teachers, and developing educator supports and resources.

Other key goals and activities include:

- **Collaborative Advocacy.** Providing a focal point for continuing the Maryland CS Education Steering Committee and state-level collaborations to improve standards, curriculum, course availability, teacher preparation, national visibility, and funding support for CS education.
- **Assessing Progress.** Measuring and tracking progress towards the Steering Committee's 15-year goals, leveraging the Maryland Longitudinal Data Center.
- **Increasing Diversity.** Broadening participation by increasing gender, racial, and socioeconomic diversity in computing, as well as increasing accessibility to students with disabilities by providing quality teacher preparation.

- **Developing Quality Content.** Improving P-12 computing curriculum and providing quality teacher preparation.

Guidelines per House Bill 281:

Expand access to computer science education

- "The purpose of the Center is to **expand access** to high-quality computer science education in grades prekindergarten through 12 by strengthening the skills of educators and **increasing the number of computer science teachers** in elementary and secondary education."
    - Explanatory note: Both 'expanding access' and 'increasing the number of teachers' are necessarily and definitionally additive; that is, the Center must build on top of what is already present in terms of student access to CS education and number of CS teachers, not what is already present.
- "The Center shall provide professional development and programs to **broaden** and sustain the pool of teachers needed to achieve the requirements of §4-111.4 of this article." (§4-111.4 contains the requirements for county boards, not for the MCCE)
    - Explanatory note: "broaden" is necessarily additive; otherwise, "maintain" or some other synonym would have been used.
- "The [Maryland State Computer Science Education] Plan shall identify: (I) Specific actions, resources, metrics, and benchmarks to **create** a long-term sustainable pipeline of computer science teachers"

Provide equitable access to computer science education:

- "In developing the [Maryland State Computer Science Education] Plan, the Center shall place **priority on** reaching **school districts with high poverty and large rural areas** and **student populations that are underrepresented in computer science fields**."
- In administering the grant program, the Center must "**prioritize applications** that focus on serving: (A.) areas with **high poverty**; (B.) **rural areas**; or (C.) areas with **large minority...or other demographic groups that are underrepresented** in the field of computer science"

Regional Partners

Regional university partners are encouraged to apply for grants to develop preservice programs, and provide local professional development opportunities.

How do the public school districts need support?

1. Content knowledge experts to review curriculum and identify materials to meet Maryland computer science state standards.
2. Professional development and collaboration opportunities for in-service teachers
3. Summer camps that contribute to teacher capacity as well as opportunities for students.
4. Preservice programs including either: secondary computer science primary or add on certification, methods courses covering how to teach computer science effectively or . K-8 computational thinking integration.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
December 7, 2018
Columbus Center

DRAFT

Minutes of the Public Session

Regent Pevenstein called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:10 a.m. Regent Pevenstein read the *Convening in Closed Session statement* citing State Government Article Section 3-305 of the Open Meetings Act to discuss issues specifically exempted in the Act from the requirement for public consideration. Regent Pevenstein moved and Regent Pope seconded to convene in closed session. In response to the motion, the Committee members voted unanimously to convene in closed session at 10:10 a.m. for the reasons stated on the *Convening in Closed Session statement*. The session adjourned at 10:26 a.m.

The Committee reconvened in public session at 10:28 a.m. Regents participating in the session included: Mr. Pevenstein, Mr. Attman, Ms. Fish, Mr. Gossett, Ms. Gooden (via phone), Mr. Holzapfel (via phone), Mr. Neall, Mr. Rauch (via phone), and Mr. Pope. Also present were: Chancellor Caret, Ms. Herbst, Ms. Wilkerson, Mr. Neal, Assistant Attorneys General Bainbridge, Lord, and Palkovitz; Mr. Colella, Mr. Dworkis, Ms. Aughenbaugh, Ms. Kemp. Mr. Lockett, Mr. Lowenthal, Ms. Schaefer, Mr. Beck, Mr. Hickey, Mr. Muntz, Mr. Page, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. Opening Fall 2018 Enrollment and FY 2019 Estimated FTE Report

Chad Muntz gave a presentation on enrollment. He noted that the fall 2018 headcount enrollment at the USM campuses grew by 1,247, for a total of 176,423 students. Excluding UMUC, USM's enrollment was essentially flat over last year. The updated estimated FY 2019 full-time equivalent student figure is 134,455. This represents an increase of 1,822 over FY 2018. Mr. Muntz pointed out that number of USM first-time, full-time undergraduate students set an enrollment record, reaching 14,921 in the fall. The growth was primarily located at two institutions, with 850 at the University of Maryland, College Park and 255 at Towson University. He explained, however, that the enrollment growth at some institutions was counter-balanced by enrollment losses at other institutions. The committee reviewed some historic enrollment trends for Maryland, and discussed enrollment strategy moving forward. The presentation is available online at https://www.usmd.edu/regents/agendas/.

The report was accepted for information purposes.

2. University of Maryland, College Park: Five-Year Energy System Operation and Maintenance Agreement—Interim Energy Bridging Program

Regent Pevenstein first delivered some background on the project. In late 1990s, the University entered into a public-private partnership with MEDCO and what was at that point called TriGen, to deliver energy services to the campus. The debt associated with that arrangement will be paid off in 2019. That arrangement facilitated a $75 million capital investment into the energy facilities, that neither the State or University System had to directly borrow. The campus energy infrastructure has been ground-leased to MEDCO for a 30-year period, ending in 2029. MEDCO, together with the University, solicits and hires an operator to manage the energy assets and ensure the campus access to adequate energy at all times. The Energy Services Agreement—an agreement between UMCP and MEDCO—and also the Management, Operations and Maintenance Agreement—a contractual arrangement between MEDCO and the operator—will come to an end in 2019.

Turning to the present time, Regent Pevenstein stated that the University is asking for approval to have MEDCO contract with the current operator, College Park Energy, for up to five more years. This will provide the University's facilities experts and their advisers time to assess the current energy services landscape and make an informed and strategic choice that will serve the institution's needs for the next 20-30 year period. He added that there is just not enough time between now and when the current arrangement expires next year to do that. In response to a question, Mr. Colella indicated that the campus should be ready to move forward, prior to the five-year time period allotted. He explained that they have hired consultants and there is a team in place. He added that they are currently on schedule and their strategy is to stay within the utilities budget utilizing energy efficiencies. He acknowledged that they are expecting a major re-capitalization and will return to the regents and provide updates throughout.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park to enter into an Interim Energy System Services Agreement with MEDCO to operate and maintain the existing energy systems for a period of up to 5 years, beginning September 1, 2019.

(Regent Pevenstein moved recommendation, seconded by Regent Gossett; unanimously approved)

3. Frostburg State University: 2018 Facilities Master Plan

Regent Pevenstein reminded everyone that President Nowaczyk gave a very informative presentation of the University's master plan at the October meeting. The plan was produced in-house by Frostburg staff and it was very thorough and well-executed.

The Finance Committee recommended that the Board of Regents approve Frostburg State University's 2018 Facilities Master Plan and materials as presented at its October 2018 meeting, in accordance with the Board's two-step approval process. Approval of the Plan does not imply approval of capital projects or funding. These items will be reviewed through the normal procedures of the capital and operating budget processes.

(Regent Pevenstein moved recommendation, seconded by Regent Pope; unanimously approved)

4. Towson University: Increase Authorization for Glen Dining Renovation Project

Regent Pevenstein summarized the item. In last year's System-Funded Construction Program as approved by the Board in June of 2017, Towson received authorization for a cash-funded project to renovate its Glen Dining Hall on campus. This is the facility that sits in the center of the four towers of the Glen Residence Halls facility. He noted that the original projected estimate was $8.8 million, to be funded by Towson's auxiliary cash balances. The project was designed and bid over the last 16 months and the prices have come in higher than previously estimated. According to the project team, the increase can be attributed to several factors. First, materials costs, particularly steel and metal components. Second, the regional construction labor market has impacted the project, and lastly, the extent of repairs needed to repair mechanical, electrical and plumbing systems in the 35 year-old building was greater than anticipated. Regent Pevenstein went on to say that the University reduced the scope of the project as much as possible through value engineering, but still found themselves to need an additional $1.6 million, which Towson has agreed to cover with their auxiliary funds. Nearly $1.4 million of this amount will come from funding that was left from a prior authorization for the Newell Dining renovation project, so the net impact on Towson's cash balances will be limited. The institution has asked for an increase in authorization from $8.8 million to $10.4 million. In response to a question from Regent Pope, Mr. Lowenthal indicated that the work would be completed for the most part over the summer.

The Finance Committee recommended that the Board of Regents approve the increase for this project for a new total project cost of $10,400,000 as described in the agenda item.

(Regent Pevenstein moved recommendation, seconded by Regent Gossett; unanimously approved)

The meeting was adjourned at 11:26 a.m.

Respectfully submitted,

Robert L. Pevenstein
Chairman, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
December 7, 2018
Columbus Center

DRAFT

Minutes of the Closed Session

Regent Pevenstein called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 10:10 a.m. in the Multi-Purpose Room of the Columbus Center.

Regents participating in the session included: Mr. Pevenstein, Mr. Attman, Ms. Fish, Mr. Gossett, Ms. Gooden (via phone), Mr. Holzapfel (via phone), Mr. Neall, Mr. Rauch (via phone), and Mr. Pope. Also taking part in the meeting were: Chancellor Caret, Ms. Herbst, Assistant Attorneys General Bainbridge, Lord, and Palkovitz; Ms. Wilkerson, Mr. Neal, Mr. Beck, Mr. Hickey, and Ms. McMann. Ms. Petronka, Mr. Ashmore, Mr. Sutton, and Mr. Zengel also participated in the session.

1. The committee considered and unanimously recommended awarding multi-vendor contracts for audio visual hardware providers and audio visual service providers (§3-305(b)(14)). (moved by Regent Pevenstein; seconded by Regent Pope)

The meeting was adjourned at 10:26 a.m.

Respectfully submitted,

Robert L. Pevenstein
Chairman, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
March 27, 2019
Coppin State University

DRAFT

Minutes of the Public Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in public session at 10:30 a.m. Regent Attman read the *Convening in Closed Session statement* citing State Government Article Section 3-305 of the Open Meetings Act to discuss issues specifically exempted in the Act from the requirement for public consideration. Regent Gossett moved and Regent Neall seconded to convene in closed session. In response to the motion, the Committee members voted unanimously to convene in closed session at 10:30 a.m. for the reasons stated on the *Convening in Closed Session statement*. The session adjourned at 10:41 a.m.

The Committee reconvened in public session at 10:45 a.m. Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Mr. Neall, Mr. Pevenstein, Mr. Pope (via phone), and Mr. Rauch (via phone). Also present were: Chancellor Caret, Ms. Herbst, Ms. Wilkerson, Dr. Boughman, Assistant Attorney General Langrill, Mr. Colella, Ms. Aughenbaugh, Mr. Bobart, Mr. Danik, Dr. Foust, Ms. Kemp, Mr. Campbell, Mr. Primus, Ms. Rehn, Mr. Bitner, Mr. Wyden, Ms. Hudson, Mr. Maginnis, Mr. Beck, Mr. Hickey, Mr. Page, Ms. Denson, Mr. Muntz, Ms. West, Ms. Mann, Dr. Spicer, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

1. USM Enrollment Projections: 2020-2029

Regent Attman stated that the enrollment projections are presented annually to the Committee for action and help to determine the basis for MHEC's statewide projections. He then introduced Mr. Muntz, head of the System's Institutional Research, Data & Analytics Office, who presented the FY 2020 - FY 2029 enrollment projections. Mr. Muntz stated that Board policy requires annual enrollment plans for each university that reflect the near-term realities and long-term planning to provide access to quality higher education. These enrollment plans are used to request operating funds as well as planning capital projects. He explained that university enrollment growth derives from enrolling more new students, increasing student retention, or the combination of both. In accordance with policy, institutions submitted plans that provided the targets and strategies required to achieve the enrollment plan for the next ten years. These plans also took into account historical success, future demographic trends, and the competitive market place.

Mr. Muntz indicated that in the near-term and the long-term, the System's aggregate enrollment plan includes institutions that are expecting lower enrollment, high enrollment, and no change in enrollment. In the short-term, overall headcount is projected to increase in Fall 2019 by 0.6%, an increase from 176,430 to 177,554. Those institutions that are growing include Bowie, Frostburg, Salisbury, Towson, UMBC, University of Maryland, College Park, and UMUC. While the University of Baltimore and University of Maryland Eastern Shore project decreases, there is no change in enrollment projected for Coppin and the University of Maryland, Baltimore. Mr. Muntz also covered the projected headcount growth for the long-term. Overall, projected headcount growth for the ten-year period is 6.6%, an increase from 176,430 to just over 188,000. Most of the growth will be occurring at the undergraduate level. He discussed the matter of the State of Maryland being a net-exporter of high school graduates. Essentially, more student leave the State for higher education opportunities than come in to Maryland. Looking ahead to 2025, the number of high school graduates will decrease, thus increasing competition for Maryland high school graduates in the long-term. Mr. Muntz emphasized that USM institutions must use the next five years to solidify their Maryland market share before competition intensifies by out-of-state competitors.

The Finance Committee recommended that the Board of Regents approve the enrollment projections. The presentation is available online http://www.usmd.edu/regents/agendas/

(Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)

2. University System of Maryland: Self-Support Charges and Fees for FY 2020

Regent Attman stated that that the Schedule of Self-Support Charges and Fees contains the proposed charges for room, board and parking. These are basically the user type fees that fund the self-support operations on each of the campuses. While most of the rate increases for a standard dorm room fall in the range of 2%-4.4%, Regent Attman explained that in Frostburg's case, the University is in the midst of a multi-year plan to provide upgrades to the residence halls that have not yet been renovated and the construction of a new residence hall. Frostburg has many older residential facilities that are in need of renovation and the Board has been supportive of this initiative to reinvigorate the student housing stock. Regent Attman noted that there were campus vice presidents and representatives available from each institution if anyone had specific questions. In response to a general question regarding funding for deferred maintenance of auxiliary facilities, Ms. Herbst responded that yes, those costs would be the responsibility of the self-support operation as well as covering the employee COLA increase. Mr. Colella added that there was a 2% annual reinvestment in facility renewal.

The Finance Committee recommended that the Board of Regents approve the proposed self-support charges and fees for FY 2020 as set forth in the item's schedule.

(Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)

3. University System of Maryland: Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes

Regent Attman indicated that after internal discussions and a review by the OAG Educational Affairs Division, it was determined that administrative revisions to the policy were in order. He pointed out the amended language on page 6 of the item. Essentially, "Anyone who lives in Maryland, … and is entitled to rehabilitation under Title 38 United States Code §3102 (a) will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31 or 33." Regent Attman also provided some background on the veterans' program. For the purposes of the proposed administrative revision to the Policy VIII-2.70 to provide in-state tuition rate to veterans as mandated by the Department of Veteran Affairs Expiring Authorities Act of 2018 of the 115th Congress (2017-2018), the term "*rehabilitation"* includes veterans who qualify in accordance with the basic entitlements of Chapter 38 – *"Veteran's Benefits"* of the United States Code as follows: A veteran who has a service-connected disability rated at 10 percent, 20 percent or more which as incurred or aggravated in service; or a veteran hospitalized or receiving outpatient medical care, services, or treatment for a service-connected disability pending discharge from the active military, naval, or air service; or a veteran is determined by the Secretary to be in need of rehabilitation because of a serious employment handicap. Regent Attman recognized Dr. Boughman in the audience, if there were any questions.

The Finance Committee recommended that the Board of Regents approve the proposed policy amendment as presented.

(Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)

4. Board of Regents Statement of Values and Expectations on Collaboration and Cooperative Efforts in Acquiring and Implementing New Information Technology and Upgrading Business Processes

Regent Attman communicated that the item was an outgrowth of discussion from the E&E Workgroup. The purpose of the Board Statement is to encourage institutions to work together. Ms. Herbst recognized and thanked the vice presidents and chief information officers for coming together to work on the document. Ms. Herbst explained that over the next several years, almost all of the USM institutions will need to make decisions about their institutuional information systems and processes. She underscored the value of collaboration in clusters, as well as pointing out the need to upgrade business practices to be current, reliable, transparent, and supportive our institutions. Several of the regents acknowledged the great opportunity for Systemness—together with the potential for savings and consistency. While suggesting that the Statement, as presented, was a "good start" and a "prime opportunity," the general sense of the regents was that there was still room for strengthening of the Statement. Suggestions included the establishment of a steering committee, an actionable plan with milestones and check-in points with periodic reporting. Following the discussion, Regent Attman suggested that the Statement be pulled back from consideration at this point, and asked Ms. Herbst to rework the document and return to the Board in April with a revised Statement.

There was no action taken on this item.

5. University of Maryland, Baltimore: Dental Student Clinics Management Contract

Regent Attman stated that the University seeks to exercise the third of five one-year renewal options with U.M. FDSP Associates for the day-to-day operations of the student dental clinics. This group is not-for-profit and has been running the clinics for many years. FDSP receives no compensation other than the reimbursable personnel expenses and reasonable out-of-pocket expenses that are reviewed by the Dental School. The estimated dollar amount for the upcoming contract year is $11.8 million. Regent Gossett inquired if the program was audited. Mr. Bitner, UMB's Sr. Associate Vice President, responded "yes."

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, Baltimore the request to exercise the third one-year renewal option with U.M. FDSP Associates, P.A. as described in the item.

(Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)

6. University of Maryland Eastern Shore: Dining Services Contract Renewal

Regent Attman welcomed Mr. Lester Primus, the recently appointed vice president. Regent Attman then provided a summary of the request. The University is seeking approval to exercise a one-year contract renewal with Thompson Hospitality and to exercise subsequent renewal options at their sole discretion through the year 2024. The estimated contract amount, if all five-years are exercised, is $32 million. Regent Attman stated that the contract is a revenue generating contract for the University that is expected to produce $8 million if all five-year options are exercised. In addition, the contractor will invest $5.9 million over the potential ten-year term of the contract for dining facilities capital improvements.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland Eastern Shore to renew the contract with Thompson Hospitality, and to exercise any annual renewal option at their sole-discretion, with a total contract amount of approximately $32 million if all options are exercised.

(Regent Attman moved recommendation, Regent Pope seconded, unanimously approved)

7. Frostburg State University: Dining Services Contract Renewal

Regent Attman summarized the item. The University is seeking to exercise the sole five-year renewal with Compass Group USA-Chartwells Division with an estimated amount of $62 million. Similar to the UMES contract, this is a revenue producing contract whereby the University receives an 18% commission on external sales and catering. The contractor will invest $7.3 million in capital for dining facilities improvements over the ten-year term. Regent Attman recognized and welcomed Mr. Wyden, the University's vice president for administration and finance.

The Finance Committee recommended that the Board of Regents approve for Frostburg State University to renew the contract with Compass Group USA, Inc. by and through its Chartwells Division for a term of five years in the amount of approximately $62 million to commence on May 23, 2019.

(Regent Attman moved recommendation, Regent Gossett seconded, unanimously approved)

8. University of Maryland, College Park: Sale and Ground Lease of Land to Gilbane Development Company to Develop Graduate Student Housing, Townhomes, and Access Roadways

Regent Attman stated that the University is seeking approval for a partnership with Gilbane Development Company to develop what will be called the Western Gateway. The purpose of the project is to provide much needed graduate student housing as well as a market-rate townhouse development located on the northwestern edge of the campus bounded by Mowatt Lane and Campus Drive. Regent Attman noted that the project will be built on an assemblage of private and public land. He explained that there are two components to the transaction: a long-term ground lease and a sale of property. First, the University is requesting approval to ground lease approximately 2.26 acres to support the graduate student housing development for seventy-five years with two ten-year renewals. The ground lease will impose restrictions requiring the developer to make priority offering of the 300 units for graduate students. A formula will be developed as part of the ground lease to mandate below-market rents in exchange for an abatement of the annual ground rent appraised at $622,500 annually. Second, the University is requesting approval to sell approximately 9.1 acres to GDC for $810,000—which is the higher of the two appraised values—to support development of the market-rate townhouses. Closing is contingent on GDC obtaining all necessary approval from Prince George's County. Regent Attman recognized Mr. Colella, vice president for administrative affairs, in the audience. Mr. Colella recapped that graduate student housing is always in short supply, so this project will be very beneficial to the campus.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park the disposition by sale of approximately 9.1 acres of University land on Mowatt Lane and Campus Drive and the lease of approximately 2.26 acres of University land on Mowatt Lane to the Gilbane Development Company, in consultation with the System Office and after appropriate legal review, consistent with the University System of Maryland Policy on "Acquisition and Disposition of Real Property."

(Regent Attman moved recommendation, Regent Gossett seconded, unanimously approved)

9. University of Maryland, College Park: Increase in Project Budget Authorization for Improvements and Approval of MEDCO Financing at Calvert Road Child Care Facility

Regent Attman reminded the regents that last June, the Board approved for the University to enter into a forty-year ground lease with the City of College Park for the operation of a new Child Care Facility that would serve both the campus and the City with 120 child care seats. The approval was for a budget of approximately $6 million. Regent Attman explained that due to design modifications and construction inflation, the project budget is now approximately $7.2 million. As a result of the growth in the project budget, the University is again seeking approval of the Board, through the Finance Committee. Regent Attman reported that the University intends to finance the capital improvements through MEDCO issued bonds. That financing will be in the form of a lease/leaseback or similar transaction, with the sublease structured as a Capital Lease. In response to a question from Regent Gooden, Mr. Colella indicated that the extended timeframe of the project together with the historic preservation requirements were two of the main drivers in the increase of the project cost. Mr. Colella offered that they have a project contingency, will have a guaranteed maximum price, and have selected an operator for the child care center. He added that since the University's Center for Young Children is focused on early childhood programming and does not accommodate infants, this project will help to satisfy a long-standing need.

The Finance Committee recommended that the Board of Regents approve for the University of Maryland, College Park an increase in the project budget for the Calvert Road Child Care Facility, with a total cost of approximately $7.2 million to be financed as described in the item.

(Regent Attman moved recommendation, Regent Gossett seconded, unanimously approved)

10. University of Maryland, College Park: Proposed Joint Development of City Hall Block

Regent Attman reviewed the information item regarding the proposed joint development of the City Hall block. The University is currently in the planning and design phase of the development of this block, the majority of which is owned by the City and the remainder is owned by Terrapin Development Company. The proposal is to jointly develop this block with demolition of all improvements and a replacement building of approximately 100,000 square feet. The plan is for the University to occupy approximately 43,000 square feet, the City to occupy 50,000 square feet and the remaining 7,000 square feet to be ground level retail space. The total project budget is estimated to be $43 million, of which the University's share would be approximately $25 million. Regent Attman noted that MEDCO would finance the construction of the building.

The item was accepted for information purposes.

11. University of Maryland, Baltimore: Replacement of Sanitary Drain Piping and Associated Systems on Two Floors in Bressler Research Building

The University asked for approval of a project to replace the sanitary drain piping and associated systems on two floors of the Bressler Research Building. Regent Attman conveyed that the drain lines serving the animal care facilities on the 6th floor of the Bressler Building had begun leaking animal waste into the ceiling of the floor below and the University must act quickly to correct the problem. Regent Attman stated that the project consists of restoring and upgrading selected mechanical utilities located in the 5th floor ceiling and floor finishes for the Cage Wash Room serving the Animal Facility above. The utility work will be completed sequentially in several phases to minimize disruption to the research support operations. He added that the University will proactively use this opportunity to replace all related utilities lines in the vicinity. This will provide significant economies of scale versus going back later to replace the other deteriorated systems. The total cost of the project is estimated at $5.9 million, to be paid with institutional funding.

The Finance Committee recommended that the Board of Regents approve the Bressler Research Building 5th, 6th Floors Replace Sanitary Drain Piping Project and Associated Systems as described in the item.

(Regent Attman moved recommendation, Regent Gooden seconded, unanimously approved)

The meeting was adjourned at 11:57 a.m.

Respectfully submitted,

Gary L. Attman
Interim Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON FINANCE
March 27, 2019
Coppin State University

DRAFT

Minutes of the Closed Session

Regent Attman called the meeting of the Finance Committee of the University System of Maryland Board of Regents to order in closed session at 10:30 a.m. in Room 218 of the Talon Center.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Mr. Neall, Mr. Pevenstein, Mr. Pope (via phone), and Mr. Rauch (via phone). Also taking part in the meeting were: Chancellor Caret, Ms. Herbst, Assistant Attorney General Langrill, Ms. Wilkerson, and Ms. McMann.

1. The committee discussed an administrative matter involving a regent committee assignment (§3-103(a)(1)(i)). This was an information item.

The session was adjourned at 10:41 a.m.

Respectfully submitted,

Gary L. Attman
Interim Chair, Committee on Finance

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Proposed Amendment to USM Policy VIII-2.70—Policy on Student Classification for Admission and Tuition Purposes

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The Maryland Higher Education Commission (MHEC) as the State Approving Agency (SSA) for Veterans Education and Training is requesting that public institutions of higher education verify compliance with the requirements of the Department of Veterans Affairs Expiring Authorities Act of 2018, PL 115-251, Section 301.

PL 115-251, Section 301 requires the approval of courses of education provided by public institutions of higher education for purposes of training and rehabilitation for veterans with service-connected disabilities conditional on in-state tuition rate for veterans. After internal discussions and review by the OAG Educational Affairs Division regarding USM policy compliance with the Department of Veterans Affairs Expiring Authorities Act of 2018, it is determined that administrative revisions to the USM VIII-2.70 —Policy on Student Classification for Admission and Tuition Purposes are in order.

The proposed administrative revisions to the USM Policy VIII-2.70, found in **Section IV (Criterial for Temporary Qualification of Non-Residents for In-State Status, Subsection F: Anyone who lives in Maryland**), are the addition of a number 4 that states *"Is entitled to rehabilitation under Chapter 38 U.S.C §3102(a),"* the removal of the language "*enrolled prior to the expiration of the three-year period following the veteran's discharge, is,"* and the addition of chapters "*30 and 31."*

A red-lined and a revised copy of the policy are attached and below for your reference are links to the aforementioned federal statutes.

- Department of Veterans Affairs (VA) Expiring Authorities Act of 2018, PL 115-251, Section 301: https://www.congress.gov/bill/115th-congress/senate-bill/3479/text?format=xml
- Chapter 38 U.S.C §3102(a): http://uscode.house.gov/view.xhtml?req=(title:38%20section:3102%20edition:prelim

ALTERNATIVE(S): The Committee could choose to recommend that the Board not approve the proposed policy amendments or could recommend alternatives to the proposed amendments.

FISCAL IMPACT: There is no estimated fiscal impact.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the proposed policy amendment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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USM Bylaws, Policies and Procedures of the Board of Regents

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008, Amended October 24, 2014, Amended April 10, 2015, Amended February 17, 2017, Amended June 16, 2017, Amended_____)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,[1] it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, in order to qualify for in-state status, a prospective, returning, or current student must demonstrate that he or she is a permanent Maryland resident. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

The student seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known or presented to it.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution, to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of the following requirements for the 12-month period (or shorter period indicated):

[1] Annotated Code of Maryland, Education Article, §12-101. 1

1) Has continuously maintained his or her primary living quarters in Maryland.

2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.

3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside of Maryland, and has filed a Maryland Resident Tax Return.

4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.

5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.

6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).

7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.

8) Has a legal ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or

2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES
A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all of the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition for the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Change in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to 1) make Maryland his or her permanent home; 2) abandon his or her former home state; 3) reside in Maryland indefinitely; and reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all of the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period he or she:

1) Continuously maintained his or her primary living quarters in Maryland.

2) Has substantially all of his or her personal property, such as household effects, furniture and pets, in Maryland.

3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland Resident Tax Return.

4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.

5) Has held a valid Maryland driver's license, if licensed, for at least 12 consecutive months, if a driver's license was previously held in another state Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.

6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).

7) Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

8) Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

9) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in- state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

1) Source of financial support:

   a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or

   b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.

2) Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

3) Registration as a Maryland resident with the Selective Service, if applicable.

4) Evidence that the student is married to a Maryland resident.

5) Evidence that the student attended schools in Maryland for grades K-12.

6) Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g. divorce, family relocation, taking care of a sick family member, etc.)

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

C. An active duty member of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof, who is stationed in Maryland, resides in Maryland, or is domiciled in Maryland, or his/her spouse or a financially dependent child of that active duty member. Spouses and children who qualify for exemptions under this provision will retain in- state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.[2]

D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.[3]

[2] Annotated Code of Maryland, Education Article § 15-106.4. 5
[3] Id.

E. A veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, naval, or air service less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under the Montgomery G.I. Bill (38 U.S.C. §3001) or the Post-9/11 G.I. Bill (38 U.S.C. §3301).[4] A veteran so described will continue to retain in-state status if the veteran is enrolled prior to the expiration of the three-year period following discharge, is using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

F. Anyone who lives in Maryland, and:

1) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and enrolls within three years of the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or

2) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and the transferor is a member of the uniformed services who is serving on active duty; ~~or~~

3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. §3311(b)(9)).~~.~~[5];or

4) Is entitled to rehabilitation under 38 U.S.C. §3102 (a).

An individual as described in this Section IV F~~.(1)~~ will continue to retain in-state status if the individual is ~~enrolled prior to the expiration of the three-year period following the veteran's discharge, is~~ using educational benefits under chapter 30, 31 or 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

H. For UMUC, only, a full-time active member of the Armed Forces of the United States on active duty, or his/her spouse.

I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

[4] 38 U.S.C.A. § 3679(c).
[5] Id.

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.

B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

H. Continuous Enrollment:

1) Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.

2) Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.

I. Armed Forces of the United States: As defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof.

~~VI. IMPLEMENTATION~~

~~This Policy as amended by the Board of Regents on February 17, 2017 and also on June 16, 2017 shall be applied to all student tuition classification decisions effective Spring semester 2018 and thereafter.~~

REVISED

USM Bylaws, Policies and Procedures of the Board of Regents

VIII-2.70—POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES

(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008, Amended October 24, 2014, Amended April 10, 2015, Amended February 17, 2017, Amended June 16, 2017, Amended _____)

I. POLICY

A. Purpose

To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,[1] it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the categories of in-state and out-of-state residency for the purpose of admission and assessing tuition at USM institutions.

B. Qualification for In-State Status

Generally, in order to qualify for in-state status, a prospective, returning, or current student must demonstrate that he or she is a permanent Maryland resident. Under certain circumstances, as set forth in this Policy, students who are not permanent Maryland residents may qualify temporarily for in-state status. Students who do not qualify for in-state status under this Policy shall be assigned out-of-state status for admission and tuition purposes.

C. Standard of Proof

The student seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by each USM institution upon a review of the totality of facts known or presented to it.

II. DETERMINATION OF RESIDENCY STATUS

A. Criteria for Determination of Residency Status

An initial determination of residency status will be made at the time of admission and readmission based upon information provided by the student with the signed application certifying that the information provided is complete and correct. Additional information may be requested by the institution, to clarify facts presented. To qualify for in-state status, the student must demonstrate that for at least 12 consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state status, the student had the continuous intent to reside in Maryland indefinitely and for a primary purpose other than that of attending an educational institution in Maryland. The student will demonstrate the requisite intent by satisfying all of the following requirements for the 12-month period (or shorter period indicated):

[1] Annotated Code of Maryland, Education Article, §12-101.

1) Has continuously maintained his or her primary living quarters in Maryland.
2) Has substantially all personal property, such as household effects, furniture, and pets, in Maryland.
3) Has paid Maryland income tax on all taxable income, including all taxable income earned outside of Maryland, and has filed a Maryland Resident Tax Return.
4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state. Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.
5) Has possessed a valid Maryland driver's license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver's license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver's license was issued in Maryland within 60 days after moving to the state.
6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).
7) Receives no public assistance from a state other than the State of Maryland or from a city, county, or municipal agency other than one in Maryland.
8) Has a legal ability under Federal and Maryland law to live permanently and without interruption in Maryland.

B. Presumption of Out-of-State Status

Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and, therefore, does not qualify for in-state status under this Policy:

1) A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or

2) A student is Financially Dependent on a person who is not a resident of Maryland. A student will be considered financially independent if the student provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

III. CHANGE IN CLASSIFICATION FOR TUITION PURPOSES

A. Petition for Change in Classification for Tuition Purposes

After the initial determination is made, a student seeking a change to in-state tuition status must submit a Petition for Change in Classification for Tuition Purposes that includes all of the information the student wishes the institution to consider. All information must be submitted by the institution's deadline for submitting a petition for the semester for which the student seeks reclassification. Only one Petition may be filed per semester.

B. Criteria for Change in Tuition Status

A student seeking reclassification from out-of-state to in-state tuition status must demonstrate, by clear and convincing evidence, that for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses for the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to 1) make Maryland his or her permanent home; 2) abandon his or her former home state; 3) reside in Maryland indefinitely; and reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

A student will demonstrate the requisite intent by satisfying all of the following requirements for a period of at least twelve (12) consecutive months (or for the shorter period of time indicated) immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. The student must demonstrate (providing appropriate documentation as necessary) that for the relevant period he or she:

1) Continuously maintained his or her primary living quarters in Maryland.

2) Has substantially all of his or her personal property, such as household effects, furniture and pets, in Maryland.

3) Has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland Resident Tax Return.

4) Has registered all owned or leased motor vehicles in Maryland for at least 12 consecutive months, if previously registered in another state Students who have lived in Maryland for at least 12 consecutive months but who have had their motor vehicle(s) registered in Maryland for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their owned or leased motor vehicle(s) was (were) registered in Maryland within 60 days after moving to the state.

5) Has held a valid Maryland driver's license, if licensed, for at least 12 consecutive months, if a driver’s license was previously held in another state Has possessed a valid Maryland driver’s license for at least 12 consecutive months, if previously licensed to drive in another state. Students who have lived in Maryland for at least 12 consecutive months but who have held a Maryland driver’s license for less than 12 months will be deemed to have satisfied this requirement if they can show evidence that their driver’s license was issued in Maryland within 60 days after moving to the state.

6) Is currently registered to vote in Maryland, if previously registered to vote in another state (no time requirement).

7) Receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

8) Has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

9) Has either not raised the presumption set forth in Section II.B above; or alternatively, if the student's circumstances have raised the presumption set forth in Section II.B above, the student has rebutted that presumption.

C. Rebuttal Evidence

If the information received by the institution about the student has raised the presumption set forth in Section II.B, the student bears the burden of rebutting the presumption set forth in Section II.B by presenting additional evidence of objectively verifiable conduct to rebut the presumption and show the requisite intent. Rebuttal evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence and the totality of facts known to the institution. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this Policy. The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in Maryland in the future is generally not considered to be objective evidence under this Policy.

For purposes of rebutting the presumption, additional evidence that will be considered includes, but is not limited to:

1) Source of financial support:

   a. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc. (Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or

   b. Evidence the student is Financially Dependent, for the previous 12 months, upon a person who is a resident of Maryland.

2) Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland.

3) Registration as a Maryland resident with the Selective Service, if applicable.

4) Evidence that the student is married to a Maryland resident.

5) Evidence that the student attended schools in Maryland for grades K-12.

6) Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

7) An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

8) Evidence of life and employment changes that caused the student to relocate to Maryland for reasons other than primarily educational purposes (e.g. divorce, family relocation, taking care of a sick family member, etc.)

D. Appeal

A student may appeal an adverse decision on a Petition for Change in Classification.

E. Change in Circumstances Altering In-State Status

The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status. Failure to do so could result in retroactive charges for each semester/term affected.

F. Incomplete, Untimely, False or Misleading Information

If necessary information is not provided by the institution's deadline, the USM institution may, at its discretion, deny or revoke in-state status. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policies. Such action may include suspension or expulsion. In such cases, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

IV. CRITERIA FOR TEMPORARY QUALIFICATION OF NON-RESIDENTS FOR IN-STATE STATUS

Non-residents with the following status shall be accorded the benefits of in-state status for the period in which they hold such status, if they provide clear and convincing evidence through documentation, by the institution's deadline for the semester for which they seek in-state status, showing that they fall within one of the following categories:

A. A full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent) regular employee of USM or a USM institution.

C. An active duty member of the Armed Forces of the United States as defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof, who is stationed in Maryland, resides in Maryland, or is domiciled in Maryland, or his/her spouse or a financially dependent child of that active duty member. Spouses and children who qualify for exemptions under this provision will retain in-state status for tuition purposes as long as they are continuously enrolled, regardless of whether the active duty member's station assignment, residence, or domicile remains in Maryland.[2]

[2] Annotated Code of Maryland, Education Article § 15-106.4.

D. A veteran of the Armed Forces of the United States who provides documentation that he or she was honorably discharged and currently resides or is domiciled in Maryland.[3]

E. A veteran who lives in Maryland and was discharged from a period of at least 90 days of service in the active military, naval, or air service less than three years before the date of the veteran's enrollment and is pursuing a course of education with educational assistance under the Montgomery G.I. Bill (38 U.S.C. §3001) or the Post-9/11 G.I. Bill (38 U.S.C. §3301).[4] A veteran so described will continue to retain in-state status if the veteran is enrolled prior to the expiration of the three-year period following discharge, is using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

F. Anyone who lives in Maryland, and:

1) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and enrolls within three years of the transferor's discharge or release from a period of at least 90 days of service in the active military, naval or air service; or

2) Is using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. §3319) and the transferor is a member of the uniformed services who is serving on active duty;

3) Is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. §3311(b)(9))[5]; or

4) Is entitled to rehabilitation under 38 U.S.C. §3102(a).

An individual as described in this Section IV.F will continue to retain in-state status if the individual is using educational benefits under chapter 30, 31, or 33, of title 38, United States Code, and remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school.

G. A member of the Maryland National Guard, as defined in the Public Safety Article of the Maryland Annotated Code, who joined or subsequently serves in the Maryland National Guard to: (i) provide a critical military occupational skill; or (ii) be a member of the Air Force Critical Specialty Code as determined by the National Guard.

H. For UMUC, only, a full-time active member of the Armed Forces of the United States on active duty, or his/her spouse.

I. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. ADDITIONAL PROCEDURES

Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

[3] Id.
[4] 38 U.S.C.A. § 3679(c).
[5] Id.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this Policy, a financially dependent student is one who has been claimed as a dependent on another person's prior year tax returns or is a ward of the State of Maryland.

B. Financially Independent: For the purposes of this Policy, a financially independent student is one who provides 50% or more of his or her own living and educational expenses and has not been claimed as a dependent on another person's most recent tax returns.

C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

D. Guardian: A guardian is a person so appointed by a court order recognized under the laws of the State of Maryland.

E. Spouse: A spouse is a partner in a legally contracted marriage.

F. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

G. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

H. Continuous Enrollment:

1) Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.

2) Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirements.

I. Armed Forces of the United States: As defined in 38 U.S.C.A. § 101(10) as the United States Army, Navy, Marine Corps, Air Force, and Coast Guard, including the reserve components thereof.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Dental Student Clinics Management Contract

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The University of Maryland, Baltimore (UMB) requests approval to exercise the third of five one-year renewal options with U.M. FDSP Associates, P.A (FDSP) for the day-to-day operations of the student dental clinics at the Dental School at UMB. Daily operations include activities such as providing non-faculty support, scheduling patient visits and collecting fees charged to patients for clinical services and operations materials provided by the clinics.

The request for approval is made pursuant to University of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding $5 million.

The term of the renewal is June 1, 2019 to May 31, 2020. The estimated value of the renewal is $11,813,640.

VENDOR(S): U.M. FDSP Associates, P.A. (FDSP)

ALTERNATIVE(S): FDSP was organized as a tax exempt Maryland Corporation in order to implement a Faculty Dental Service Plan approved by the USM Board of Regents in August of 1985. The University undertook a study of private sector dental clinics and practices to determine if the costs for management and operation of the dental clinics by FDSP were competitive. The University found that a for-profit commercial entity could not perform the required services more economically since FDSP receives no compensation other than transfer funds from the University to support FDSP's direct costs. The contract renewal will not exceed generated revenues.

FISCAL IMPACT: The contract renewal provides a positive fiscal impact in that FDSP receives no compensation other than reimbursement for personnel expenses and reasonable out-of-pocket expenses that are documented in periodic statements of income and expense to the Dental School.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve this request to exercise the third one-year renewal option with U.M. FDSP Associates, P.A. as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland Eastern Shore: Dining Services Contract Renewal

COMMITTEE: Finance

DATE OF MEETING: March 27, 2019

SUMMARY: University of Maryland Eastern Shore (UMES) requests approval from the Board of Regents to renew its dining services contract with Thompson Hospitality Services LLC, for student meal plans, retail sales, catering services and concessions. The current contract end of term is June, 30, 2019. The request for approval is made pursuant to University System of Maryland procurement policies and procedures: section VII.C.2 for procurements exceeding $5 million.

There are five one-year renewal options available. UMES is seeking authority from the Board of Regents to exercise all options at their discretions to commence on July 1, 2019 and continue to June 30, 2024, if all option years are exercised. This renewal represents years six through ten of the current Thompson Hospitality contract. The estimated gross sales are $32 million and expenditures of $24 million over the five-year renewal term.

CONTRACTOR(S): Thompson Hospitality Services LLC, Reston, VA

ALTERNATIVE(S): The current contract would have to be extended until an award could be made as a result of a new competitive procurement.

FISCAL IMPACT: The contract is projected to generate approximately $8 million in additional net auxiliary revenue over the five-year renewal term, if all five years are exercised. The initial five-year term of the contract has provided capital investments of over $4.2 million. These renovations and upgrades include the cafeteria, new campus area cafés, a food truck, dining system upgrades and equipment purchases. The contractor's investment is amortized on a straight-line basis over the potential ten-year contract that commenced on July 1, 2014. Should the contract not be renewed, the University would have to pay the contractor for the remaining unamortized investment. UMES would also forgo additional capital investments and contributions of $1.7 million.

If the contract is renewed, the University is guaranteed annual commissions of 11.7% on gross sales from retail, franchise, concessions and catering operations. In addition, the University will receive a $500,000 unrestricted gift and up to $400,000 in catering allowances, for the offices of the President, Vice President of Administration and Finance, Vice President of Enrollment Management and Student Experience, Athletics, and Student Government Association if all five renewals are exercised.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend the Board of Regents approve for the University of Maryland Eastern Shore to renew the contract with Thompson Hospitality, and to exercise any annual renewal option at their sole-discretion, with a total contract amount of approximately $32 million if all options are exercised.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 3/27/19

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Frostburg State University: Dining Services Contract Renewal

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: Frostburg State University (FSU) requests approval from the Board of Regents to renew its dining services contract with Compass Group USA, by and through its Chartwells Division, for student meal plans, retail dining, and catering services. This request for approval is made pursuant to University System of Maryland Procurement Policies and Procedures: Section VII.C.2 for procurements exceeding $5 million.

The term of the contract renewal is for five years to commence on May 23, 2019, and continue through May 22, 2024. With estimated gross sales of $74 million and expenses of $62 million, the contract is expected to generate $12 million in revenue during the five-year renewal term. This renewal represents years six through ten of the contract with Chartwells.

CONTRACTOR(S): Compass Group USA, Inc. – Chartwells Division, Rye Brook, NY

ALTERNATIVE(S): The current contract would have to be extended until an award could be made as a result of a new competitive procurement.

FISCAL IMPACT: The Contractor has made a capital investment commitment of $7.3 million over the potential ten-year term of the contract. Of this, $6.5 million was invested during the initial five-year term of the contract for renovations and upgrades that included Chick-Fil-A, Starbucks, Grill Nation, Moe's, Subway, and improvements to the Chesapeake Dining Hall. The contractor is committed to a capital investment of $750,000 over the five-year renewal term. The contractor's investment is amortized on a straight-line basis over a ten-year period through May 22, 2024. Should the contract not be renewed, the University would be required to pay the contractor $3.3 million for the remaining five years of the unamortized investments and would not receive an additional $750,000 in refresh funds.

If the contract is renewed, the University will continue to receive commissions of 18% on franchise sales, 18% on non-franchise sales, 18% on general catering and summer conferences, 18% on external catering and 18% on concessions.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for Frostburg State University to renew the contract with Compass Group USA, Inc. by and through its Chartwells Division for a term of five years in the amount of approximately $62 million to commence on May 23, 2019.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Sale and Ground Lease of Land to Gilbane Development Company to Develop Graduate Student Housing, Townhomes, and Access Roadways

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The University of Maryland, College Park (UMCP) seeks approval of a real estate transaction with Gilbane Development Company (GDC) to develop a graduate student housing and townhome development known as Western Gateway. Western Gateway will be built on an assemblage of University land plus adjacent private land controlled by GDC. The University land will be conveyed in part through a ground lease (for the graduate student housing) and in part through a sale (for townhouses).

Western Gateway will advance UMCP goals in two ways. First, it will increase the supply of graduate student housing units, adding 300 units available to graduate students at below-market rents. Second, the development of approximately 83 new townhome units (partially on UMCP land to be sold, partially on privately owned land) will advance the University's goal of providing, and adding to the mix of, housing close to campus to attract faculty and staff to live near work. Western Gateway also will include a new road network—connecting Mowatt Lane, Campus Drive, and Adelphi Road and the future Purple Line station—on-site parking, and enhanced pedestrian and bicycle connectivity.

This disposition includes approximately 0.91 acres of land on Mowatt Lane that is the site of the existing Hillel Center, which will be acquired by the University under a previously-approved land exchange. With the Hillel land, the UMCP land subject to disposition consists of approximately 10.44 acres on Mowatt Lane and an approximately 0.92 acre parcel on Campus Drive. A map of the proposed development and parcels is attached. The sale and lease parcels were appraised as follows:

Appraiser	Date	Value for Sale Property	Value Leasehold Property
Moroney & Associates	January 2, 2019	$810,000	$7,800,000
Newmark Knight Frank	January 17, 2019	$790,000	$8,100,000

As noted, the disposition of UMCP land has two components. First, for the graduate student housing component, UMCP and GDC will enter into a 75-year ground lease with two ten-year extension options for approximately 2.26 acres.

The ground lease will impose restrictions requiring GDC to make a priority offering of the 300 units to UMCP graduate students (with lower priority offerings permitted only if graduate students do not fully occupy the units). Rents for graduate students will be fixed pursuant to a formula in the ground lease intended to mandate below market rents. The appraised annual ground rent of $622,500 per year will be abated for so long as the project complies with lease restrictions regarding priority and below market rentals to the UMCP graduate student community. The parties are negotiating a formula under which the abatement terminates, in whole or part, should GDC not lease all units to graduate students or otherwise default.

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The remainder of the assemblage, approximately 8.18 acres on Mowatt Lane and 0.92 acres on Campus Drive, will be sold to GDC for $810,000. Note that of the 8.18 acres, only approximately 1 acre is developable as townhouses; the balance of the site will be encumbered by a "no vertical construction" restriction (intended, in part, to preserve trees near an adjoining creek and create a buffer between this project and the neighboring community). The University will reserve access easements through the developed site, such that the road and sidewalk network—built at the developer's cost—will provide UMCP with enhanced campus ingress and egress options.

Closing on this transaction will be contingent upon GDC having obtained all zoning and development approvals from the County. The adjacent privately owned land controlled by GDC to be assembled for this project is currently owned by Cedars LLC, the Archdiocese of Washington, and University Baptist Church. GDC expects to close on these properties before it closes on its transaction with the University.

ALTERNATIVE(S): The Committee could reject the proposed ground lease and land sale to GDC. The University would retain the existing unimproved land; however, the advantage of a larger assemblage with adjacent privately-owned land likely would be lost.

FISCAL IMPACT: The 9.1 acre assemblage proposed for sale is valued at $810,000. As noted, the University would abate the agreed upon ground rent for the leasehold parcel, as long as GDC operates the facility as graduate student housing charging agreed upon below market rents. The disposition would have no direct cost to the University beyond that associated with conducting due diligence and closing.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park the disposition by sale of approximately 9.1 acres of University land on Mowatt Lane and Campus Drive and the lease of approximately 2.26 acres of University land on Mowatt Lane to the Gilbane Development Company, in consultation with the System Office and after appropriate legal review, consistent with the University System of Maryland Policy on "Acquisition and Disposition of Real Property."

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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EXHIBIT A - PARCEL BREAKOUT

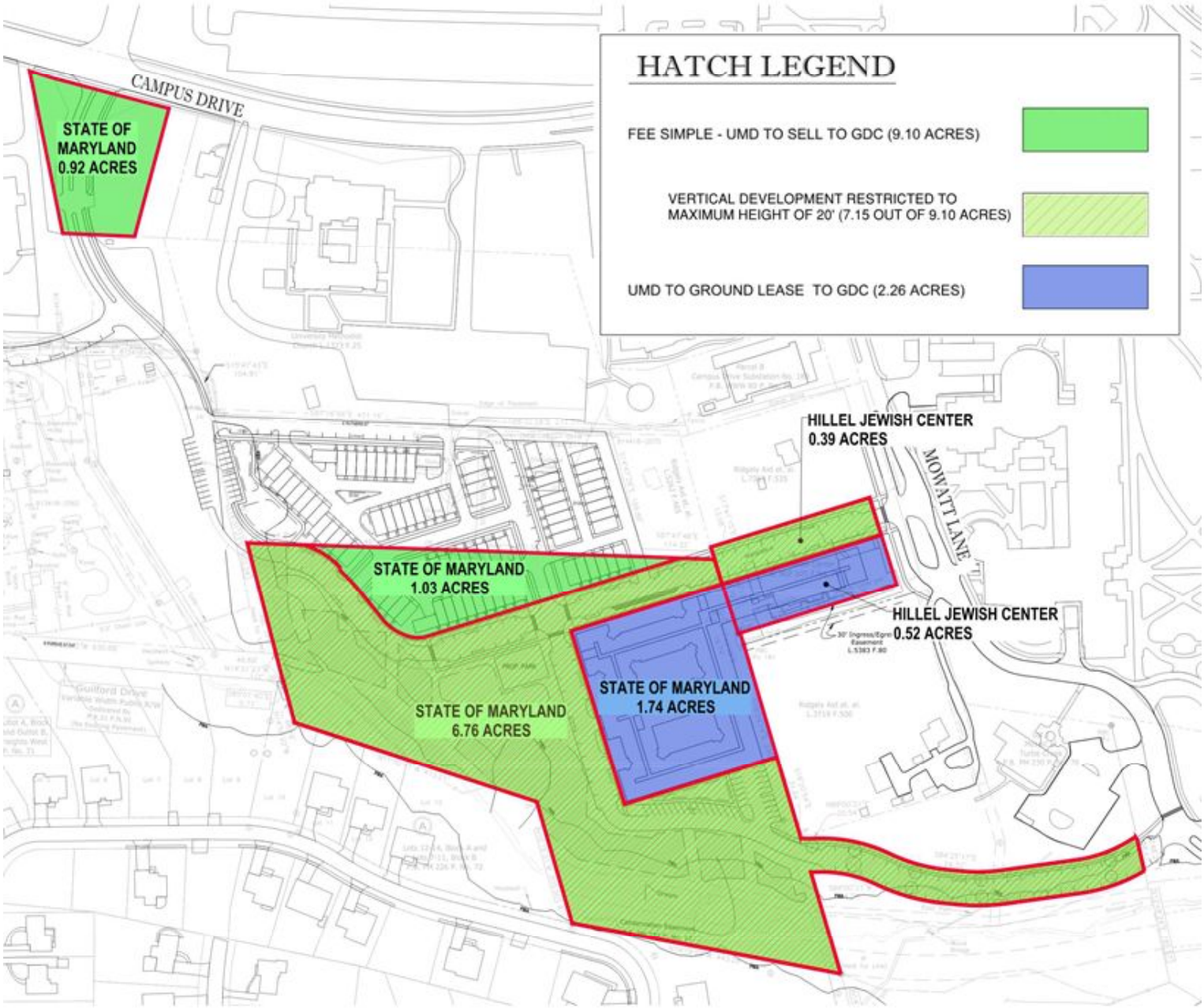

EXHIBIT B - SITE PLAN

Current site plan with Conservation Easement limits

WESTERN GATEWAY

7

February 04, 2019

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Gilbane

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Increase in Project Budget Authorization for Improvements and Approval of MEDCO Financing at Calvert Road Child Care Facility

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: On June 22, 2018, the Board of Regents, meeting in a closed session, approved for the University of Maryland, College Park a forty-year ground lease with the City of College Park (City) for the operation of a child care facility (Facility). Since that prior authorization, as a result of design modifications, historic preservation accommodations, and construction cost inflation, construction costs for the Facility have increased from the approximated $6 million budget to approximately $7.2 million. The University requests Board of Regents approval for the increased cost of construction.

Upon such approval, the University will enter into a 40-year ground lease with the City, as previously approved, for real property located at 4601 Calvert Road, in College Park. The University will invest approximately $7.2 million to construct the Facility, including a parking lot and play area. The construction will retain the historic façade of a former elementary school as part of an approximately 12,600 square foot project. Instead of receiving traditional rent from the University under the Lease, the City will receive a baseline allocation of 14 of the 120 child care seats. The City also receives the benefit of using designated conference and multi-purpose space in the Facility.

The University will finance the capital improvements through lease revenue bonds issued by the Maryland Economic Development Corporation (MEDCO). The financing will be in the form of a lease/leaseback (or similar) transaction, with the sublease structured as a Capital Lease. Once approved by this Board, the University will thereafter seek all required approvals of the financing, the MEDCO sublease and related documents from the Board of Public Works, as advised by the Office of Attorney General.

ALTERNATIVE(S): The Committee could reject this request, which would preclude the University from proceeding with the construction of the Facility.

FISCAL IMPACT: The project has been bid to a construction manager and the total projected budget is now approximately $7.2 million. The Facility has been value engineered to lower project cost as much as possible and still meet the ground lease requirement of 120 child care seats. The total project cost includes hard and soft costs for design, construction costs, and costs for furniture, fixtures, and equipment.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve for the University of Maryland, College Park an increase in the project budget for the Calvert Road Child Care Facility, with a total cost of approximately $7.2 million to be financed as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Proposed Joint Development of City Hall Block

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The University of Maryland, College Park (UMCP) is currently in the planning and design phase of a joint development of the block in College Park that is the site of the existing City Hall.

Exhibits are attached showing the site location, existing conditions, and a preliminary rendering of the proposed building. The City owns the majority of the block; the balance is owned by Terrapin Development Company. The City and UMCP propose to remove all existing improvements on the block (the single story retail facing Baltimore Avenue and the existing City Hall building). If approved, the University and the City intend to jointly develop a single building with approximately 100,000 gross square feet.

At this time, the space is proposed to be allocated as follows: 45,000 to 50,000 GSF to the University; approximately 43,000 GSF to the City; and, 7,200 GSF for street level retail. As design continues, the total project square footage and the allocations are likely to change. The total project budget is approximately $43 million of which the University's share would be approximately $25 million. Additional adjustments will be made to allocate real estate costs to the project. The University proposes to finance this construction through MEDCO.

The University currently contemplates two possible uses of the new office space. First, UMCP already leases approximately 36,000 square feet of office space from private commercial landlords in the City. Relocating these tenants to this new building would, over ten years, save UMCP more than $10 million in rent payments (net present value). Moreover, some office buildings now leased by UMCP are reported to be potential redevelopment sites, increasing the need to find relocation space. A second possible use would be to relocate the operations now housed in the University's Service Building (Building 003). The Service Building is located on the east side of Baltimore Avenue, directly between the new Hotel at The University of Maryland and the proposed site for the new Purple Line transit station, making the Service Building site a prime development location.

The University anticipates returning to the Board of Regents at such time as the design, cost and financing terms are more definite for all required approvals.

ALTERNATIVE(S): This item is presented for informational purposes.

FISCAL IMPACT: This item is presented for informational purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for informational purposes.

COMMITTEE RECOMMENDATION: ACCEPTED FOR INFORMATION	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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Exhibit A - Location

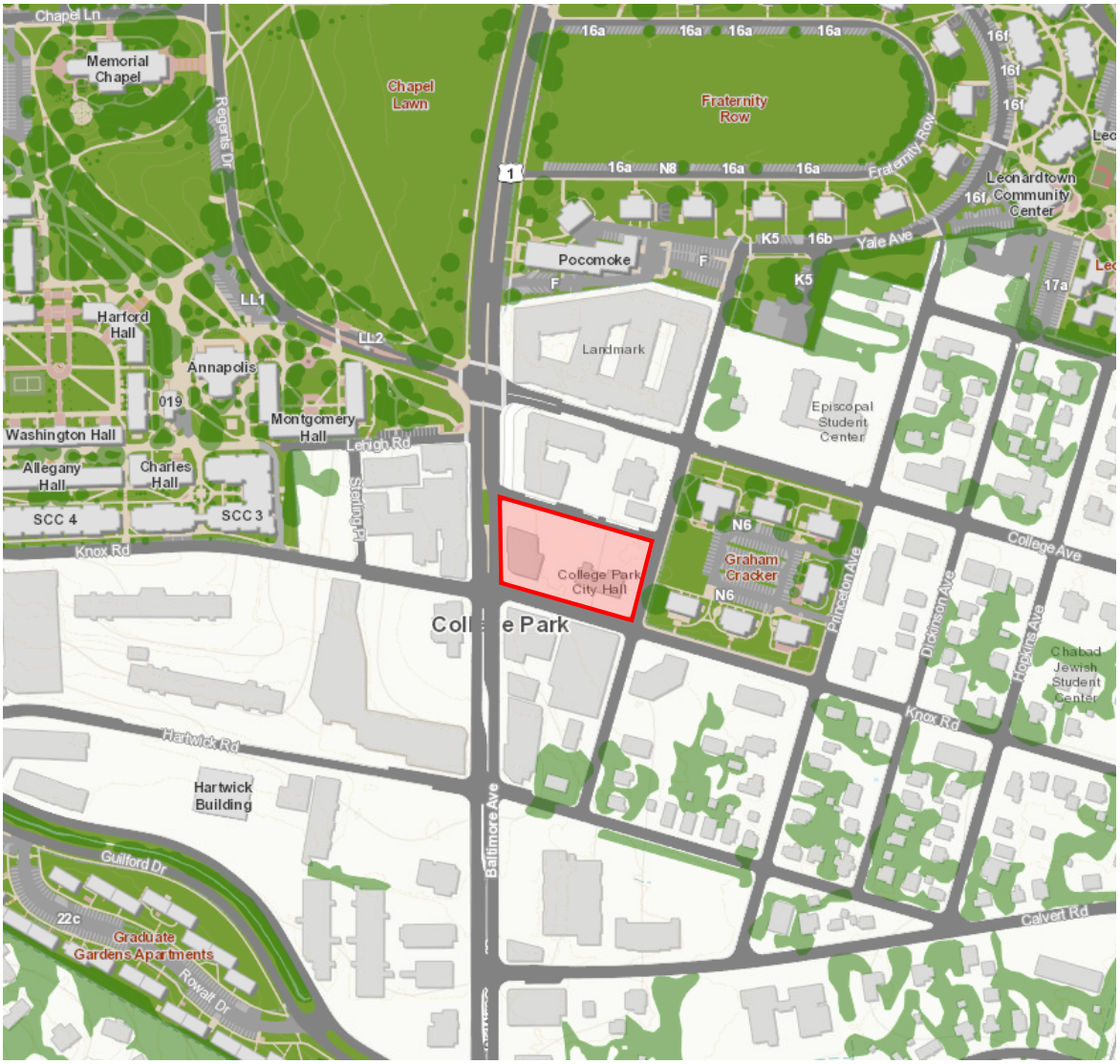

Exhibit B - City Hall Block Existing Conditions

Exhibit C - Proposed City Hall/UMD Office/Retail Building

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, Baltimore: Replacement of Sanitary Drain Piping and Associated Systems on Two Floors in Bressler Research Building

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The University is seeking Board approval to replace the sanitary drain piping and associated systems on the 5th and 6th floors of the Bressler facility. The Project consists of restoring and upgrading selected mechanical utilities located above the 5th floor ceiling and floor finishes for the Cage Wash Room serving the Animal Facility located on the 6th floor. The scope of the project initially included just the repair and replacement of drains and waste lines supporting vivarium spaces. This drainage system had begun to leak, allowing animal waste to seep down onto the floor below. However, while investigating the issue it was discovered that neighboring utility systems including the domestic water system, steam lines, re-heat boxes, and supporting electrical components were also in dire need of replacement. Therefore, rather than simply performing a piecemeal repair limited to the sanitary drain piping alone, the project has been expanded to take advantage of the adjacency of the systems which would be exposed and also need to be replaced. This will provide significant economies of scale versus going back later to replace the other deteriorated systems.

The project involves work on both the 5th and 6th floors as follows:

- 5th floor work includes replacing existing sanitary, vent, cold water, hot water, steam and steam condensate piping and related valves and traps located above the 5th floor ceiling serving the Animal Facilities on the 6th floor. The utility work shall be completed sequentially in seven work phases to minimize disruption to the operation of the Vivarium on the 6th floor. Removal and replacement of ceiling tiles, ceiling grid, light fixtures and sprinklers on the 5th floor where indicated on the drawings. This work can be completed without any disruption to the 6th floor.
- 6th floor work includes removal of the existing epoxy floor finish with a new epoxy floor finish in the Cage Wash Room. The cage washer may need to be temporarily removed to accommodate the new floor finish then reinstalled and placed back in service and may also include the disconnection/reconnection of the cage washer to the Plumbing and/or HVAC Systems.

ALTERNATIVE(S): The alternative to this project is to continue with existing deteriorated facilities. However, if the project is not completed, UMB will need to mothball vivarium spaces used to support School of Medicine research activities. This could jeopardize grant awards and diminish the University's ability to support a robust research enterprise.

FISCAL IMPACT: The budget for this project is $5.9 million, which will be paid for by institutional funds.

CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the Bressler Research Building 5th, 6th Floors Replace Sanitary Drain Piping Project and Associated Systems as described above.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

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The Board of Regents Committee on Economic Development and Technology Commercialization

Minutes of the Public Session

March 27, 2019

Regent Attman called the meeting to order at 12:35pm. The regents in attendance were: G. Attman, E. Fish, R. Wallace, L. Gooden, B. Gossett, R. Pevenstein. Others in attendance included: M. Wahler, A. Delia, M. Morris, J. Hughes, D. Wise, P. Ribilotto, N. Lamba, D. Irani, D. Drake, D. Vass, D. Fink, W. Holmes, D. Horowitz, E. Langrill, R. Williams, L. Smith, J. Matthias.

Information Item: Featured Startup Retrium

Retrium has been selected for funding by the USM Momentum Fund. David Horowitz, CEO, earned Bachelor of Science in Computer Science and Bachelor of Art in Economics from the University of Maryland College Park. Agile software development emphasizes short iteration and customer feedback. Two pillars are product improvement and process improvement. There are many competitors in the product improvement space. Retrium supports the second pillar – process improvement. The use of retrospective meetings as part of process improvement is popular but far from perfect. Facilitating helpful conversations among engineers about lessons learned and how they are working together can be difficult, and Retrium helps make that process better. A couple of years ago, they switched to targeting software teams instead of CTOs, which set them on a sales tear. They now upsell into the Enterprise Edition by first selling to many teams at an organization. In addition, real-time dashboards will enable these CTOs to see what issues are bubbling up across the organization and learn how lessons may be shared across teams. The strongest competitor is the status quo – teams use conventional products like general purpose collaboration tools. However, it is similar to using Excel for your taxes as opposed to TurboTax. There is great potential for scale because of the pervasiveness of software development and agile development, specifically. They want to thank David Wise for believing them early on and helping with the raise, which is now an over-subscribed round. The funding raised will be used to add to the team, which is currently very small.

Information Item: OpenWorks – PNC – Coppin State Collaboration

Dr. Williams has been at Coppin State University for 23 years. His experience at the community-connected and community-conscious institution has been wonderful. Coppin is able to innovatively work across disciplines and work on social problems. Notable initiatives include a Center for Nanotechnology, Center for Organic Synthesis, Community Health Center, and Lab for AI and its Applications. OpenWorks, Coppin, ad PNC started a collaboration a couple of years ago. OpenWorks is a makerspace – a small-scale manufacturing facility available to the public. It puts industrial-grade manufacturing equipment in the hands of members of the community and provides space for them to engage in entrepreneurial activities. In the first year, they offered mini-grants to students and built out space for students. The student participation was part of an entrepreneurship-related curriculum. Data

walks involved walking the community to collect not only numbers on local businesses in the area but also collecting the stories behind the numbers. This year, they are completing a barrier analysis and economic impact study, with a public launch soon. They are able to help not just their own surrounding urban community, but through collaboration with a group in West Virginia, they can address some of the same issues that are also prevalent in rural communities. MakerSpaces are increasingly popular across the country, but not as much is being published by them, so this project is on the cutting edge. Most universities build makerspaces on the campus; this collaboration with a nearby makerspace instead creates unique opportunities. It is Coppin's "garage" to interact with the community and continue to provide links to higher education.

Information Item: Bowie Business Innovation Center 8(a) Accelerator

On April 4, in collaboration with SBA and funded with help from Capital One, the Bowie Innovation Center (BIC) will launch an 8(a) accelerator, with sessions beginning on April 18 for 20 companies. The 8(a) program helps small, disadvantaged businesses compete in the federal marketplace. A problem is that there is not as much support to keep companies growing. There are approximately 6,300 of these businesses; too many of them don't survive more than 24 months once they extend past the 9 years in the program. Bowie has many of these contracting businesses and so was feeling the effects of businesses not being able to continue successful operation after ageing out of the program. The Bowie BIC decided to address the problem. The Bowie BIC is the only Maryland-based business accelerator / incubator on the campus of an HBCU. Components of the programs include helping businesses develop a capture strategy. They are including mentors from companies who have been successful after graduating from 8(a) certification and also interns from Bowie State to help conduct analyses on market and procurement opportunities. They have already identified 11 of the 20 companies. They are focusing on companies that are early in the 8(a) process to instill good habits early. It is a pilot just for Prince George's county businesses right now, but there is interest in expansion.

Information Item: Proposed Update to USM Intellectual Property Policy

Previously, the Committee determined that a policy should be developed to monitor and protect USM Institutional patents in an aim to ensure that USM is not vulnerable to patent trolling by unrelated third parties. In collaboration with the technology transfer offices at UMCP, UMBC, and UMB, language was developed to address this issue, specifically via modifications the policy in regard to licensing. The item is still being finalized to ensure that no unintended consequences have been introduced by the modifications, and the final version will be shared as an action item at the next meeting.

Information Item: USMO Updates

T. Sadowski recognized four people present who recently joined USM institutions in economic development-related roles. Megan Wahler joined as Director of Entrepreneurship Services at bwtech@UMBC Research and Technology Park, Diana Voss joined as Director, Corporate and Foundations Relations at Coppin State University, Nina Lamba joined UMCES as Assistant Director of IMET, and Al Delia joined as VP for Regional Development at Frostburg State University.

Since last meeting, several of the Momentum Fund "rounds in progress" are now much closer to close. Additionally, the investment in Retrium has increased from $300,000 to $400,000. There will be an event at Hidden Waters on May 14 to bring together startups and current co-investors to show the good

DRAFT

things that have been happening. The Committee is encouraged to refer high net worth individuals who may be interested in co-investing in current and future Momentum Fund companies. (As a reminder, members of the Board of Regents are *not* permitted to co-invest with USM.) David Wise, the Momentum Fund manager, will be moving on to a new venture, and T. Sadowski and the Committee thanked him for his work so far. The position has been posted to find his replacement.

In other updates, USMO will look back and perform an economic impact analysis with the information that we have gathered since 2011. It looks like there will be $20M in workforce funding available. The Maryland Technical Internship Program has had a great year. The legislative session was a difficult one, but USM will continue to work with partners such as TEDCO to carry forward activities that are still possible. Over the next 6 to 9 months, it will be vital to gather the messaging to underscore the importance of our activities to the community and Annapolis. Regarding opportunity zones, to date, USMO has been making key introductions between fund managers and USM institutions, including Bowie State and UMB.

The public session was adjourned at 2:03 p.m.

Respectfully submitted,

Gary L. Attman, Chair
Committee on Economic Development
and Technology Commercialization

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT
Minutes from Open Session
March 27, 2019

Chairman Ellen Fish called the meeting of the Committee on Audit of the University System of Maryland Board of Regents to order at approximately 2:30 p.m. at Coppin State University.

Regents in attendance included**:** Ms. Fish (Chair), Ms. Gooden (*ex-officio*), Mr. Gossett and Mr. Wood. Also present were: USM Staff -- Chancellor Caret, Ms. Boughman, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White; Ms. Wilkerson; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) -- Mr. Alkunta and Ms. Booker.

The following agenda items were discussed:

1. Information and Discussion – USM's Year End 06/30/2018 A133 Single Audit Report

   USM's independent auditor (SB &Co.) presented the results of their A133 Single Audit for the year ended June 20, 2017. This audit is a required compliance audit for federally funded student financial aid and institutional aid. There were no material weaknesses reported.

   Also discussed were the scope of audit work; findings identified during the audit; and the status of prior year findings.

2. Information & Discussion – USM's Half Year (12/31/2018) Financial Statements & Financial Comparison Analysis to Peer Institutions

   USM's Comptroller presented the unaudited interim financial statements for the six months ended December 31, 2018, the year ended June 30, 2018, and the six months ended December 31, 2017. She also presented a comparison of key financial ratios for peer universities and university systems with Aa1 rating from Moody's Investor Services.

3. Information – Office of Legislative Audit Activity:

   Since the Committee's December 2018 meeting, the Office of Legislative Audits (OLA) published its report on UMES. OLA audits are currently active at SU, UMCES, UMBC, UMCP (IT/IS portion), UMB, UMUC, CSU, and USMO.

4. Information, Discussion & Approval – Follow Up of Action Items from Previous Meetings:

   USM's Director of Internal Audit provided a status update of actions items from prior Committee meetings.

   The Committee reviewed BOR Policy *VIII-7.20 – Policy on External Audits* to consider modification to the Policy to require that audited financial statements of affiliated foundations be made available to the BOR Audit Committee. Mr. Wood made a motion to approve the policy change, and Ms. Gooden seconded the motion and unanimously approved by Regents Ms. Fish *(chair),* Ms. Gooden, Mr. Gossett and Mr. Wood.

5. Reconvene to Closed Session

   Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, section 10-508(a) which permits public bodies to close their meetings to the public in special circumstances. Mr. Wood made a motion to move into Closed Session, seconded by Ms. Gooden (*ex-officio*), and unanimously approved by Regents Ms. Fish *(chair),* Ms. Gooden, Mr. Gossett and Mr. Wood.

6. Open session adjourned at approximately 3:35 p.m.

BOARD OF REGENTS
COMMITTEE ON AUDIT
DRAFT
Minutes from Closed Session
March 27, 2019

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, section 10-508(a) which permits public bodies to close their meetings to the public in special circumstances. Mr. Wood made a motion to move into Closed Session, seconded by Ms. Gooden (*ex-officio*), and unanimously approved by Regents Ms. Fish *(chair)*, Ms. Gooden, Mr. Gossett and Mr. Wood. The closed session commenced at approximately 3:35 p.m.

Regents in attendance included**:** Ms. Fish (Chair), Ms. Gooden (*ex-officio*), Mr. Gossett and Mr. Wood. Also present were: USM Staff - Chancellor Caret, Dr. Boughman, Mr. Brown, Ms. Denson, Ms. Herbst, Mr. Mosca, Mr. Page, Dr. Spicer, Ms. White; Ms. Wilkerson; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) - Mr. Alkunta and Ms. Booker.

The following agenda items were discussed:

1. USM's Director of Internal Audit presented an update of the Office of Legislative Audits' activity currently in process. (§3-305(b)(13)).

2. USM's Director of Internal Audit provided an update of engagement additions, cancellations and completions to the Office of Internal Audit's 2019 plan of activity. ((§3-103(a)(1)(i)).

3. USM's Director of Internal Audit provided a status update of investigations and reported fraud allegations received by the Office of Internal Audit. (§3-305(b)(12)).

4. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 4:15 p.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Policy Revision: VIII-7.20 – Policy on External Audits

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY:

Policy *VIII-7.20 – Policy on External Audits* was established by the Board of Regents on July 26, 1990 and revised on June 22, 2018. The revision is made to require that USM's Affiliated Foundations' audited financial statements and independent audit reports be made available to the BOR Audit Committee. This pertains to Affiliated Foundations which are included as component units in USM's Consolidated Financial Statements. Recommended revisions are reflected in red in the attached.

(Attachment)

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: Recommend Approval

COMMITTEE ACTION: Recommend Approval DATE:

BOARD ACTION: DATE:

SUBMITTED BY: David Mosca, Director of Internal Audit

Attachment B

289.0 VIII-7.20 - POLICY ON EXTERNAL AUDITS

(Approved by the Board of Regents, July 26, 1990; revised June 2018)

There shall be an annual consolidated financial audit of institutions and components of the University of Maryland System and other audits as required by external entities.

1. An institution or component shall not obtain audit services without the prior approval of the Chancellor.

2. The Chancellor shall ensure that all institutions and components are included in the annual consolidated financial audit, that consolidated financial reports are prepared and issued on a timely basis, that a management letter is obtained from the auditor, and that responses thereto are coordinated on behalf of the System and presented to the Finance Committee and Audit Committee of the Board of Regents for review.

4. Each audit report of an institution or component shall be submitted to and retained by the Chancellor. The reports shall also be made available to the members of the BOR Audit Committee.

DRAFT

UNIVERSITY SYSTEM of MARYLAND

USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
April 9, 2019
USM Office

Minutes of the Public Session

Regent Gossett called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 9:00 a.m. on Tuesday April 9, 2019 in the Chancellor's Conference Room, Elkins Building, USM Office, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellor Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, Mr.Lurie, and Ms. Beckett.

1. **Approval of Public and Closed Session Minutes from February 21, 2019 Meeting.** The regents approved the minutes (Moved by Regent Gossett, seconded by Regent Neall; unanimously approved).

2. **Update on Faculty Salary Report.** Dr. Robert Kauffman, past Chair of the Council of University System Faculty (CUSF) gave the committee an overview of the latest data concerning faculty salaries. He asked the committee to consider solutions to the issue of salary compression and maintaining competitiveness with regard to faculty salaries.

3. **Shared Governance Participation in High-Level Administrator Searches.** Roy Prouty, Chair of the University System of Maryland Student Council (USMSC) presented a proposal from the council to formalize the role that students play in high-level administrator, particularly presidential, searches.

4. **Proposed Policy on Approval of Commission Costs.** The committee discussed the proposal of either a new policy addressing commission costs or including language concerning commissions in other policies.

5. **Revision to USM Policy on Grievances for Nonexempt and Exempt Staff Employees VII-8.00.** The committee discussed the Policy on Grievances and potential changes that could be made to clarify the policy and address gaps.

6. **Reconvene to closed session.** There was a motion to convene in closed session to discuss the topics set forth in the closing statement, matters exempted from the Open Meetings Act, under the General Provisions Article, §3-305(b) (1) (i): the appointment,

employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction; (1) (ii) any other personnel matter that affects one or more specific individuals; (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations; and §3-103(a)(1)(i) administrative matters. (Moved by Regent Neall, seconded by Regent Gourdine; unanimously approved).

Meeting adjourned at 10:40 a.m.

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UNIVERSITY SYSTEM of MARYLAND

USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
April 9, 2019
USM Office

Minutes of the Closed Session

Regent Rauch called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in closed session at 10:43 a.m. on Tuesday April 9, 2019 in the Chancellor's Conference Room, Elkins Building, USM Office, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Gourdine, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellor Herbst; Ms. Wilkerson, and AAG Langrill. Ms. Skolnik and Ms. Beckett present for a portion of the meeting.

1. **Salisbury University Mid-Negotiation Briefing re Nonexempt MOU with the Maryland Classified Employees Association.** The regents were briefed on the status of negotiations between SU and MCEA. (§3-305(b)(9)); (§3-305(b)(1)).

2. **Collective Bargaining Update.** The regents were provided with the status of collective bargaining negotiations at each USM institution. (§3-305(b)(9)); (§3-305(b)(1)).

3. **Coach contracts.** AAG Langrill provided information and advice about contracts from UMCP and UMES that are subject to review under BOR Policy VII-10.0. (§3-305(b)(1)).

4. **Executive Compensation.** The regents discussed compensation of USM executives. The Regentss voted to have the Chancellor discuss compensation with the presidents. (§3-305(b)(1)).

5. **CSU Interim President.** The regents discussed the appointment of an interim president at Coppin State University. (§3-103(a)(1)(i)).

Meeting adjourned at 11:25 a.m.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Fiscal Year 2020 Schedule of Tuition and Mandatory Fees

COMMITTEE: Committee of the Whole

DATE OF COMMITTEE MEETING: April 19, 2019

SUMMARY: The proposed FY 2020 in-state undergraduate full-time and part-time tuition rates will not increase by more than 2%.

Out-of-state undergraduate full-time rate increases range from 1% at Bowie State University up to 5% at University of Maryland, College Park and Towson University. Out-of-state undergraduate part-time rate increases range from no increase at UMUC up to 5% at University of Maryland, College Park and Towson University.

Graduate full-time and part-time tuition rates will not increase above 5%, with most institutions below 5%.

Mandatory fees support those services and activities that are not funded by either tuition revenue or state general funds. These fees have been discussed with student groups and the institutions have provided the attached documentation of these discussions.

ALTERNATIVE(S): The Board may elect to adjust the recommended schedules. Any change in a rate would require a corresponding adjustment to expenditures in order to maintain a balanced budget.

FISCAL IMPACT: The projected total FY 2020 tuition and fees revenue would increase $66.3 million or 3.7% over the FY 2019 tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Board of Regents approve the tuition and mandatory fees schedule as submitted, with the Chancellor authorized to make appropriate changes consistent with existing policies and guidelines. Any such changes will be reported back to the Board.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

1

	FY 2019	FY 2020	Recommended Change Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE				
SCHOOL OF DENTISTRY				
DDS Program				
In-State Tuition	**40,077**	**42,080.50**	**2,003.50**	**5.0%**
Out-of-State Tuition	**74,512**	**78,237.60**	**3,725.60**	**5.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	75	75	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State DDS Program	**41,995**	**43,998.50**	**2,003.50**	**4.8%**
Total Out-of-State DDS Program	**76,430**	**80,155.60**	**3,725.60**	**4.9%**
Post Graduate Program				
In-State Tuition	**37,020**	**38,871.00**	**1,851.00**	**5.0%**
Out-of-State Tuition	**58,235**	**61,146.76**	**2,911.76**	**5.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	60	60	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Post Graduate Program	**38,923**	**40,774.00**	**1,851.00**	**4.8%**
Total Out-of-State Post Graduate Program	**60,138**	**63,049.76**	**2,911.76**	**4.8%**
Graduate - Masters per Credit Hour				
In-State Tuition	**702.50**	**728.70**	**26.20**	**3.7%**
Out-of-State Tuition	**1,258.50**	**1,306.70**	**48.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Graduate - Ph D per Credit Hour				
In-State Tuition	**574.50**	**595.70**	**21.20**	**3.7%**
Out-of-State Tuition	**1,005.50**	**1,043.70**	**38.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	95	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Dental Hygiene - Undergraduate				
In-State Tuition	**5,513**	**5,623.26**	**110.26**	**2.0%**
Out-of-State Tuition	**30,215**	**30,819.30**	**604.30**	**2.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	68	68	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Dental Hygiene	**7,424**	**7,534.26**	**110.26**	**1.5%**
Total Out-of-State Dental Hygiene	**32,126**	**32,730.30**	**604.30**	**1.9%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

2

	FY 2019	FY 2020	Recommended Change Amount	%
Dental Hygiene - Undergraduate per Credit Hour				
In-State Tuition	**386.00**	**393.72**	**7.72**	**2.0%**
Out-of-State Tuition	**960.80**	**979.97**	**19.17**	**2.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	46	46	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
SCHOOL OF LAW				
JD Full Time Program (Prior to FY 2016-2017)				
In-State Tuition (base tuition 12 credits or more)	**31,743**	**32,808**	**1,065.00**	**3.4%**
Out-of-State Tuition (base tuition 12 credits or more)	**46,833**	**48,426**	**1,593.00**	**3.4%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	65	65	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Full Time - 12 credits or more	**33,651**	**34,716**	**1,065.00**	**3.2%**
Total Out-of-State JD Full Time - 12 credits or more	**48,741**	**50,334**	**1,593.00**	**3.3%**
JD Part Time Program Flat Rate (Prior to FY 2016-2017)				
In-State Tuition (base tuition 9 to 11.99 credits)	**23,923**	**24,723**	**800.00**	**3.3%**
Out-of-State Tuition (base tuition 9 to 11.99 credits)	**35,239**	**36,435**	**1,196.00**	**3.4%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Part Time 9-11.99 credits	**25,815**	**26,615**	**800.00**	**3.1%**
Total Out-of-State JD Part Time 9-11.99 credits	**37,131**	**38,327**	**1,196.00**	**3.2%**
JD Program per Credit Hour (Prior to FY 2016-2017)				
In-State Tuition (per credit hour less than 9 credits)	**1,374.20**	**1,418.20**	**44.00**	**3.2%**
Out-of-State Tuition (per credit hour less than 9 credits)	**2,002.80**	**2,068.70**	**65.90**	**3.3%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
JD Full Time Program Flat Rate (New Students Entering Fall FY 2016-2017)				
In-State Tuition (base tuition 32 credits Year 1 Only)	**31,743**	**32,808**	**1,065.00**	**3.4%**
Out-of-State Tuition (base tuition 32 credits Year 1 Only)	**46,833**	**48,426**	**1,593.00**	**3.4%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	65	65	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Full Time - 32 credits	**33,651**	**34,716**	**1,065.00**	**3.2%**
Total Out-of-State JD Full Time - 32 credits	**48,741**	**50,334**	**1,593.00**	**3.3%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

3

	FY 2019	FY 2020	Recommended Change Amount	%
JD Part Time Program Flat Rate (New Students Entering Fall FY 2016-2017)				
In-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**20,842**	**21,537.50**	**695.50**	**3.3%**
Out-of-State Tuition (base tuition 20 credits, Year 1 and 2 Only)	**30,665**	**31,704.50**	**1,039.50**	**3.4%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State JD Part Time 20 credits	**22,734**	**23,429.50**	**695.50**	**3.1%**
Total Out-of-State JD Part Time 20 credits	**32,557**	**33,596.50**	**1,039.50**	**3.2%**
JD Program per Credit Hour (New Students Entering Fall FY 2016-2017)				
In-State Tuition (per credit hour)	**1,223.80**	**1,241.70**	**17.90**	**1.5%**
Out-of-State Tuition (per credit hour)	**1,793.30**	**1,831.20**	**37.90**	**2.1%**
Technology Fee - per credit hour	10	10	**0.00**	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
LLM Full Time Program Flat Rate				
In-State Tuition (base tuition 12 - 14 credits (>14 NA))	**27,354**	**28,265.50**	**911.50**	**3.3%**
Out-of-State Tuition (base tuition 12 - 14 credits (>14 NA))	**27,354**	**28,265.50**	**911.50**	**3.3%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	65	65	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State LLM Full Time - 12 credits or more	**29,262**	**30,173.50**	**911.50**	**3.1%**
Total Out-of-State LLM Full Time - 12 credits or more	**29,262**	**30,173.50**	**911.50**	**3.1%**
LLM Program per Credit Hour				
In-State Tuition <12 credits	**1,075.50**	**1,109.20**	**33.70**	**3.1%**
Out-of-State Tuition <12 credits	**1,075.50**	**1,109.20**	**33.70**	**3.1%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
Student Activities	49	49	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Master of Science in Law per Credit Hour (at College Park)				
In-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Out-of-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association flat rate	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
ONLINE - Master of Science in Law (Cybersecurity) per Credit Hour				
In-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Out-of-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

4

	FY 2019	FY 2020	Recommended Change Amount	%
ONLINE - Master of Science in Law (Homeland Sec & Crisis Mgmt) Per Credit Hour				
In-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Out-of-State Tuition	**837.80**	**865.70**	**27.90**	**3.3%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
SCHOOL OF MEDICINE				
MD Program				
In-State Tuition	**36,375**	**37,809.50**	**1,434.50**	**3.9%**
Out-of-State Tuition	**64,351**	**66,904.50**	**2,553.50**	**4.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	83	83	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State MD Program	**38,301**	**39,735.50**	**1,434.50**	**3.7%**
Total Out-of-State MD Program	**66,277**	**68,830.50**	**2,553.50**	**3.9%**
Medicine Graduate - Masters per Credit Hour				
In-State Tuition	**702.50**	**728.70**	**26.20**	**3.7%**
Out-of-State Tuition	**1,258.50**	**1,306.70**	**48.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities flat rate	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medicine Graduate - Ph D per Credit Hour				
In-State Tuition	**574.50**	**595.70**	**21.20**	**3.7%**
Out-of-State Tuition	**1,005.50**	**1,043.70**	**38.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Masters in Genetic Counseling				
In-State Tuition	**19,185**	**19,930.50**	**745.50**	**3.9%**
Out-of-State Tuition	**31,666**	**32,911.00**	**1,245.00**	**3.9%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	75	75	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Genetic Counseling	**21,103**	**21,848.50**	**745.50**	**3.5%**
Total Out-of-State Genetic Counseling	**33,584**	**34,829.00**	**1,245.00**	**3.7%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

5

			Recommended Change	
	FY 2019	FY 2020	Amount	%
Masters in Public Health per Credit Hour				
In-State Tuition	**822.50**	**853.70**	**31.20**	**3.8%**
Out-of-State Tuition	**1,451.50**	**1,507.70**	**56.20**	**3.9%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	47	47	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medical & Research Technology - Undergraduate				
In-State Tuition	**8,035**	**8,192**	**157.00**	**2.0%**
Out-of-State Tuition	**24,392**	**24,876**	**484.00**	**2.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Med. & Research Technology	**9,929**	**10,086**	**157.00**	**1.6%**
Total Out-of-State Med. & Research Tech.	**26,286**	**26,770**	**484.00**	**1.8%**
Medical & Research Technology - Post-Baccalaureate Certificate				
In-State Tuition	**14,211**	**14,759**	**548.00**	**3.9%**
Out-of-State Tuition	**27,575**	**28,657**	**1,082.00**	**3.9%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State Medical & Research Tech Certificate	**16,105**	**16,653**	**548.00**	**3.4%**
Total Out-of-State Medical & Research Tech Certificate	**29,469**	**30,551**	**1,082.00**	**3.7%**
Medical Research Technology - Undergraduate per Credit Hour				
In-State Tuition	**385.50**	**392.70**	**7.20**	**1.9%**
Out-of-State Tuition	**881.50**	**898.70**	**17.20**	**2.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Medical & Research Technology - Graduate per Credit Hour				
In-State Tuition	**733.50**	**760.20**	**26.70**	**3.6%**
Out-of-State Tuition	**1,243.50**	**1,290.70**	**47.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
Doctorate in Physical Therapy (All PT Students) per Credit Hour				
In-State Tuition	**666.50**	**666.70**	**0.20**	**0.0%**
Out-of-State Tuition	**1,138.50**	**1,138.70**	**0.20**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities Fee	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Masters of Public Health Dual Degree				
In-State Tuition	**24,675**	**25,638**	**963.00**	**3.9%**
Out-of-State Tuition	**43,344**	**45,054**	**1,710.00**	**3.9%**
Technology Fee	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State MPH Dual Degree	**26,585**	**27,548**	**963.00**	**3.6%**
Total Out-of-State MPH Dual Degree	**45,254**	**46,964**	**1,710.00**	**3.8%**
SCHOOL OF NURSING				
Nursing Undergraduate Traditional**				
In-State Tuition	**9,080**	**9,260**	**180.00**	**2.0%**
Out-of-State Tuition	**37,314**	**38,060**	**746.00**	**2.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**11,033**	**11,213**	**180.00**	**1.6%**
Total Out-of-State School of Nursing - Undergraduate	**39,267**	**40,013**	**746.00**	**1.9%**
Nursing Undergraduate per Credit Hour Traditional**				
In-State Tuition	**393.50**	**401.37**	**7.87**	**2.0%**
Out-of-State Tuition	**1,335.50**	**1,362.21**	**26.71**	**2.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Undergraduate (BS) RN-BSN**				
In-State Tuition	**8,839.22**	**9,016**	**176.78**	**2.0%**
Out-of-State Tuition	**36,272.98**	**36,998.44**	**725.46**	**2.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Nursing - Undergraduate	**10,792**	**10,969**	**176.78**	**1.6%**
Total Out-of-State School of Nursing - Undergraduate	**38,226**	**38,951.44**	**725.46**	**1.9%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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			Recommended Change	
	FY 2019	FY 2020	Amount	%
Nursing Undergraduate per Credit Hour (BS) RN-BSN**				
In-State Tuition	**386.18**	**393.90**	**7.72**	**2.0%**
Out-of-State Tuition	**1,299.08**	**1,325.06**	**25.98**	**2.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	110	110	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Masters CNL per Credit Hour				
In-State Tuition	**762.00**	**792**	**30.00**	**3.9%**
Out-of-State Tuition	**1,465.50**	**1,465.50**	**0.00**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Masters Other per Credit Hour				
In-State Tuition	**800.00**	**824**	**24.00**	**3.0%**
Out-of-State Tuition	**1,446.50**	**1,460.68**	**14.18**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing Ph D per Credit Hour				
In-State Tuition	**816.00**	**824**	**8.00**	**1.0%**
Out-of-State Tuition	**1,446.50**	**1,460.68**	**14.18**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	80	90	10.00	12.5%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing DNP per Credit Hour				
In-State Tuition	**816.00**	**824**	**8.00**	**1.0%**
Out-of-State Tuition	**1,446.50**	**1,460.68**	**14.18**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities flat rate	80	90	10.00	12.5%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Nursing - Masters ONLINE - INFORMATICS (per Credit Hour)				
In-State Tuition	**800.00**	**824**	**24.00**	**3.0%**
Out-of-State Tuition	**1,446.50**	**1,460.68**	**14.18**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	90	90	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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			Recommended Change	
	FY 2019	FY 2020	Amount	%
Nursing - Masters ONLINE - HEALTH SERVICES LEADERSHIP & MANAGEMENT (per Credit Hour)				
In-State Tuition	**800.00**	**824**	**24.00**	**3.0%**
Out-of-State Tuition	**1,446.50**	**1,460.68**	**14.18**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0
Student Activities	90	90	0.00	0
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**25,487**	**26,730**	**1,243.00**	**4.9%**
Out-of-State Tuition	**42,900**	**44,381**	**1,481.00**	**3.5%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Pharm D Program	**27,397**	**28,640**	**1,243.00**	**4.5%**
Total Out-of-State School of Pharm D Program	**44,810**	**46,291**	**1,481.00**	**3.3%**
Pharmacy Graduate - Masters per Credit Hour				
In-State Tuition	**702.50**	**728.70**	**26.20**	**3.7%**
Out-of-State Tuition	**1,258.50**	**1,306.70**	**48.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Pharmacy Graduate - Masters Pharmaceutical Sciences per Credit Hour* **				
In-State Tuition	**N/A**	**610.70**	**N/A**	**N/A**
Out-of-State Tuition	**N/A**	**765.70**	**N/A**	**N/A**
Technology Fee - per credit hour	**N/A**	10	**N/A**	**N/A**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	**N/A**	22	**N/A**	**N/A**
UMB Shuttle Fee for Part Time	**N/A**	94.50	**N/A**	**N/A**
UMB Shuttle Fee for Full Time	**N/A**	189	**N/A**	**N/A**
Student Activities	**N/A**	51	**N/A**	**N/A**
Campus Center Infrastructure & Services - per credit hour	**N/A**	84	**N/A**	**N/A**
Pharmacy Graduate - ONLINE Masters Regulatory Sciences per Credit Hour				
In-State Tuition	**702.50**	**727.70**	**25.20**	**3.6%**
Out-of-State Tuition	**1,100.50**	**877.70**	**-222.80**	**-20.2%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
Pharmacy Graduate - ONLINE Masters PALLIATIVE CARE per Credit Hour				
In-State Tuition	**610.50**	**631.70**	**21.20**	**3.5%**
Out-of-State Tuition	**765.50**	**792.70**	**27.20**	**3.6%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
Pharmacy Graduate - ONLINE Masters PHARMACOMETRICS (per Cr Hr)				
In-State Tuition	**702.50**	**727.70**	**25.20**	**3.6%**
Out-of-State Tuition	**1,258.50**	**1,305.70**	**47.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%
Pharmacy Graduate - Ph D per Credit Hour				
In-State Tuition	**574.50**	**595.70**	**21.20**	**3.7%**
Out-of-State Tuition	**1,005.50**	**1,043.70**	**38.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Pharm D per Credit Hour				
In-State Tuition	**984.50**	**1,029.70**	**45.20**	**4.6%**
Out-of-State Tuition	**1,481.50**	**1,530.70**	**49.20**	**3.3%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	67	67	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
SCHOOL OF SOCIAL WORK				
Masters of Social Work Program-Full Time				
In-State Tuition	**14,550**	**15,132**	**582.00**	**4.0%**
Out-of-State Tuition	**31,703**	**32,971**	**1,268.00**	**4.0%**
Technology Fee - flat rate	120	120	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	63	63	0.00	0.0%
Campus Center Infrastructure & Service Fee	1,512	1,512	0.00	0.0%
Total In-State School of Social Work	**16,456**	**17,038**	**582.00**	**3.5%**
Total Out-of-State School of Social Work	**33,609**	**34,877**	**1,268.00**	**3.8%**
Masters of Social Work - per Credit Hour				
In-State Tuition	**721.30**	**728.70**	**7.40**	**1.0%**
Out-of-State Tuition	**1,294.30**	**1,306.70**	**12.40**	**1.0%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities flat rate	51	51	0.00	0.0%
Summer Supporting Facilities Fee - flat rate****	75	0	N/A	N/A
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
Social Work - Ph D per Credit Hour				
In-State Tuition	**584.00**	**595.70**	**11.70**	**2.0%**
Out-of-State Tuition	**1,024.00**	**1,043.70**	**19.70**	**1.9%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Summer Campus Center Infrastructure & Services****	75	0	N/A	N/A
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
GRADUATE SCHOOL				
GRADUATE - MASTERS				
In-State Tuition Per Credit Hour	**702.50**	**728.70**	**26.20**	**3.7%**
Out-of-State Tuition Per Credit Hour	**1,258.50**	**1,306.70**	**48.20**	**3.8%**
Technology Fee - per credit hour	10	10	**0.00**	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.50	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
GRADUATE - PH D				
In-State Tuition Per Credit Hour	**574.50**	**595.70**	**21.20**	**3.7%**
Out-of-State Tuition Per Credit Hour	**1,005.50**	**1,043.70**	**38.20**	**3.8%**
Technology Fee - per credit hour	10	10	0.00	0.0%
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
UMB Shuttle Fee for Part Time	94.5	94.50	0.00	0.0%
UMB Shuttle Fee for Full Time	189	189	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Campus Center Infrastructure & Services - per credit hour	84	84	0.00	0.0%
Graduate - Masters, Health Science Online				
In-State Tuition Per Credit Hour	**684.50**	**710.70**	**26.20**	**3.8%**
Out-of-State Tuition Per Credit Hour	**970.50**	**970.70**	**0.20**	**0.0%**
Technology Fee - per credit hour	10	10	0.00	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	22	22	0.00	0.0%
Student Activities	51	51	0.00	0.0%
Off Campus Student Serves Fee (per credit hour)*	25	25	0.00	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
Graduate - Masters, Health & Social Innovation***				
In-State Tuition Per Credit Hour	**N/A**	**710.70**	**N/A**	**N/A**
Out-of-State Tuition Per Credit Hour	**N/A**	**970.70**	**N/A**	**N/A**
Technology Fee - per credit hour	**N/A**	10	**N/A**	**N/A**
Auxiliary Fees - flat rate (unless noted):				
Student Government Association	**N/A**	22	**N/A**	**N/A**
Student Activities	**N/A**	51	**N/A**	**N/A**
Off Campus Student Serves Fee (per credit hour)*	**N/A**	25	**N/A**	**N/A**

*Online Student Services Fee has been renamed to Off Campus Student Services to better reflect what this fee entails

**The Nursing Undergraduate Program is broken into two parts: Traditional and (BS) RN-BSN. (1) Nursing Undergraduate -Traditional is made of students that are preparing for entry level nursing jobs. (2) Nursing Undergraduate RN-BSN is made of students that are licensed nurses but wish to earn their bachelors degree in nursing

*** Pharmacy Graduate-Masters Pharmaceutical Sciences, in FY19 this program was offered under the existing Masters per Credit Hour.

****Summer Supporting Facilities & Summer Campus Center Infrastructure & Services fees - flat rate has been replaced by the "Campus Center Infrastructure & Services - per credit hour"

*****New Graduate-Masters, Health & Social Innovation program added

UNIVERSITY OF MARYLAND, COLLEGE PARK				
FULL-TIME UNDERGRADUATE STUDENT (See Also Special Tuition Rates)				
In-State Tuition	**8,651**	**8,824**	**173**	**2.0%**
Out-of-State Tuition	**33,272**	**34,936**	**1,664**	**5.0%**
Technology Fee - flat rate	306	306	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	406	399	-7	-1.7%
Shuttle Bus	217	223	6	2.8%
Student Union	339	343	4	1.2%
Student Activities	80	80	0	0.0%
Recreation Services	394	398	4	1.0%
Performing Arts & Cultural Center	87	90	3	3.4%
Student Sustainability Fee	12	12	0	0.0%
Health Center Fee	85	86	1	1.2%
Student Facilities Fee	18	18	0	0.0%
Total Fees:	**1,944**	**1,955**	**11**	**0.6%**
Total In-State Cost	**10,595**	**10,779**	**184**	**1.7%**
Total Out-of-State Cost	**35,216**	**36,891**	**1,675**	**4.8%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR (See Also Special Tuition Rates)				
In-State Tuition - per credit hour	**360**	**367**	**7**	**1.9%**
Out-of-State Tuition - per credit hour	**1,387**	**1,456**	**69**	**5.0%**
Technology Fee - flat rate	153	153	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	133	-3	-2.2%
Shuttle Bus	109	111	2	1.8%
Student Union	170	171	1	0.6%
Student Activities	40	40	0	0.0%
Recreation Services	197	199	2	1.0%
Performing Arts & Cultural Center	43	45	2	4.7%
Student Sustainability Fee	6	6	0	0.0%
Health Center Fee	43	43	0	0.0%
Student Facilities Fee	9	9	0	0.0%
Total Fees:	**906**	**910**	**4**	**0.4%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
SPECIAL TUITION RATES FOR UNDERGRADUATES:				
JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING, & COMPUTER SCIENCE				
These students pay the annual standard tuition and mandatory fees above PLUS the annual differential pricing rate.				
In-State and Out-of-State undergraduate students pay the same differential pricing rate.				
Full-time Undergraduate Jr./Sr. rate	**2,800**	**2,856**	**56**	**2.0%**
Part-time Undergraduate Jr./Sr. rate (per credit hour)	**116**	**118**	**2**	**1.7%**
FULL-TIME UNDERGRADUATE STUDENT - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition	8,651	8,824	**173**	**2.0%**
Out-of-State Tuition	33,272	34,936	**1,664**	**5.0%**
Differential Pricing Rate Jr./Sr.	2,800	2,856	**56**	**2.0%**
Fees (Per Student)	1,944	1,955	**11**	**0.6%**
Total In-State Full-time	**13,395**	**13,635**	**240**	**1.8%**
Total Out-of-State Full-time	**38,016**	**39,747**	**1,731**	**4.6%**
PART-TIME UNDERGRADUATE - JUNIORS & SENIORS MAJORING IN BUSINESS, ENGINEERING & COMPUTER SCIENCE				
In-State Tuition (Per Credit Hour)	360	367	7	1.9%
Out-of-State Tuition (Per Credit Hour)	1,387	1,456	69	5.0%
Differential Pricing Rate Jr./Sr. (Per Credit Hour)	116	118	2	1.7%
Total In-State Part-time	**476**	**485**	**9**	**1.9%**
Total Out-of-State Part-time	**1,503**	**1,574**	**71**	**4.7%**
Part-time mandatory fee (flat rate per student)	906	910	4	0.4%
FULL-TIME GRADUATE STUDENT (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**717**	**731**	**14**	**2.0%**
Out-of-State Tuition - per credit hour	**1,548**	**1,625**	**77**	**5.0%**
PhD Candidacy In-State Tuition - per semester	**1,185**	**1,209**	**24**	**2.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,264**	**2,377**	**113**	**5.0%**
Technology Fee - flat rate	306	306	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	133	-3	-2.2%
Shuttle Bus	217	223	6	2.8%
Student Union	339	343	4	1.2%
Student Activities	38	38	0	0.0%
Recreation Services	394	398	4	1.0%
Performing Arts & Cultural Center	87	90	3	3.4%
Health Center Fee	85	86	1	1.2%
Student Facilities Fee	18	18	0	0.0%
Total Fees:	**1,620**	**1,635**	**15**	**0.9%**
PART-TIME GRADUATE per credit hour (See Also Special Graduate Tuition Rates)				
In-State Tuition - per credit hour	**717**	**731**	**14**	**2.0%**
Out-of-State Tuition - per credit hour	**1,548**	**1,625**	**77**	**5.0%**
PhD Candidacy In-State Tuition - per semester	**1,185**	**1,209**	**24**	**2.0%**
PhD Candidacy Out-of-State Tuition - per semester	**2,264**	**2,377**	**113**	**5.0%**
Technology Fee - flat rate	153	153	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Athletics	136	133	-3	-2.2%
Shuttle Bus	109	111	2	1.8%
Student Union	170	171	1	0.6%
Student Activities	38	38	0	0.0%
Recreation Services	197	199	2	1.0%
Performing Arts & Cultural Center	43	45	2	4.7%
Health Center Fee	43	43	0	0.0%
Student Facilities Fee	9	9	0	0.0%
Total Fees:	**898**	**902**	**4**	**0.4%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
SPECIAL GRADUATE TUITION RATES:				
PROFESSIONAL GRADUATE PROGRAMS:				
(Full-time and part-time mandatory fees are at graduate rates listed above for programs at College Park. Additional fees above the standard fees or exceptions to the standard fees are noted below.)				
SCHOOL OF ARCHITECTURE				
PART-TIME GRADUATE STUDENTS - per credit hour				
Master (and Certificate) of Real Estate Development				
In-State Tuition - per credit hour	**871**	**871**	**0**	**0.0%**
Out-of-State Tuition - per credit hour	**1,163**	**1,163**	**0**	**0.0%**
School of Architecture Technology Fee (per semester) - Full-Time	100	100	0	0.0%
School of Architecture Technology Fee (per semester) - Part-Time	50	50	0	0.0%
SCHOOL OF ENGINEERING				
PART-TIME GRADUATE STUDENTS - per credit hour				
Professional Masters in Engineering[1]	**979**	**1,028**	**49**	**5.0%**
Distance Learning Engineering	**1,211**	**1,272**	**61**	**5.0%**
Masters in Telecommunications	**1,089**	**1,143**	**54**	**5.0%**

[1]For remote sites, students pay a Distance Education Technology Services fee of $150 per class. Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.

COLLEGE OF EDUCATION				
PART-TIME & FULL-TIME OFF-SITE GRADUATE STUDENTS - per credit hour				
Masters of Education, Masters of Arts, Doctor of Education and Certificate Programs[2]	**717**	**753**	**36**	**5.0%**

[2]Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.

COLLEGE OF BUSINESS AND MANAGEMENT				
MBA PROGRAMS				
PART-TIME and FULL-TIME MBA (Program in College Park)				
In-State Tuition - per credit hour	**1,658**	**1,708**	**50**	**3.0%**
Out-of-State Tuition - per credit hour	**1,998**	**2,098**	**100**	**5.0%**
MBA Association Fee (Fall only)	725	725	0	0.0%
PART-TIME MBA PROGRAM (Offsite programs)[3]				
Tuition - per credit hour	**1,665**	**1,682**	**17**	**1.0%**
PT MBA Association Fee (Fall and Spring - each semester)	80	100	20	25.0%

[3]Students pay the standard Technology Fee noted above but do not pay the standard auxiliary fees.

MASTERS OF FINANCE & MASTERS OF QUANTITATIVE FINANCE (Program in College Park)				
In-State Tuition - per credit hour	**1,566**	**1,582**	**16**	**1.0%**
Out-of-State Tuition - per credit hour	**2,077**	**2,098**	**21**	**1.0%**
MS Association Fee (Fall and Spring semester - each semester)	80	80	0	0.0%
MASTERS OF FINANCE & MASTER OF QUANTITATIVE FINANCE (Offsite program)[4]				
Tuition - per credit hour	**1,675**	**0**	**N/A**	**N/A**
MS Association Fee (Fall and Spring - each semester)	80	0	**N/A**	**N/A**

[4]This offsite program is no longer offered.

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SCHEDULE OF TUITION AND MANDATORY FEES
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	FY 2019	FY 2020	Recommended Change Amount	%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Programs in College Park)				
In-State Tuition - per credit hour	**1,566**	**1,582**	**16**	**1.0%**
Out-of-State Tuition - per credit hour	**1,995**	**2,015**	**20**	**1.0%**
MS Association Fee (Fall and Spring - each semester)	80	80	0	0.0%
MS IN ACCOUNTING, INFORMATION SYSTEMS, MARKETING ANALYTICS, SUPPLY CHAIN MANAGEMENT, BUSINESS ANALYTICS, BUSINESS & MANAGEMENT (Offsite programs)[4]				
Tuition - per credit hour	**1,566**	**0**	**N/A**	**N/A**
MS Association Fee (Fall and Spring - each semester)	80	0	**N/A**	**N/A**
ONLINE MASTER OF SCIENCE IN BUSINESS ANALYTICS				
Tuition - per credit hour	**1,566**	**1,644**	**78**	**5.0%**
ONLINE MBA PROGRAM				
Tuition - per credit hour	**1,617**	**1,644**	**27**	**1.7%**
EXECUTIVE MBA PROGRAM - College Park Weekends	**124,900**	**129,900**	**5,000**	**4.0%**
SCHOOL OF PUBLIC POLICY				
FULL-TIME & PART-TIME GRADUATE STUDENTS (including PhD)				
In-State Tuition - per credit hour	**877**	**921**	**44**	**5.0%**
Out-of-State Tuition - per credit hour	**1,909**	**1,909**	**0**	**0.0%**
EXEC MASTERS PUBLIC POLICY Weekends - total program cost	**48,195**	**48,195**	**0**	**0.0%**
MASTERS OF ENGINEERING AND PUBLIC POLICY				
In-State Tuition - per credit hour	**877**	**877**	**0**	**0.0%**
Out-of-State Tuition - per credit hour	**1,909**	**1,909**	**0**	**0.0%**
Full & PT - Masters Policy Studies: Public Adm. (MPS-PA) (flat rate per credit hour regardless of residency status)	**1,409**	**1,409**	**0**	**0.0%**
COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES				
PART-TIME GRADUATE STUDENTS - per credit hour				
Mathematics of Advanced Industrial Technology (MAIT)	**758**	**758**	**0**	**0.0%**
COLLEGE OF INFORMATION STUDIES - Online Program fee[5]				
Masters of Library Science & Masters of Information Mgmt- per credit hour	**100**	**100**	**0**	**0.0%**
SCHOOL OF PUBLIC HEALTH				
MASTERS OF PUBLIC HEALTH				
FULL-TIME & PART-TIME GRADUATE STUDENTS				
In-State Tuition - per credit hour	**836**	**878**	**42**	**5.0%**
Out-of-State Tuition - per credit hour	**1,532**	**1,609**	**77**	**5.0%**
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES				
Masters Geospatial Information Sciences - per credit hour	**764**	**779**	**15**	**2.0%**
Masters Geospatial Intelligence (GEOINT) - per credit hour	**803**	**819**	**16**	**2.0%**
Joint Program in Survey Methodology (JPSM) - per credit hour[6]	**1,071**	**1,071**	**0**	**0.0%**

[4]This offsite program is no longer offered.

[5]Students pay the standard graduate tuition rates listed above. Students in online programs pay the additional Information Studies on-line program fee and the standard technology fee. They do not pay the standard auxiliary fees. The per credit hour structure charges these students more equitably.

[6]Offsite program students pay the standard technology fee but do not pay the auxiliary fees

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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			Recommended Change	
	FY 2019	FY 2020	Amount	%
BOWIE STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,536**	**5,647**	**111**	**2.0%**
Out-of-State Tuition	**16,176**	**16,338**	**162**	**1.0%**
Technology Fee - flat rate	250	255	5	2.0%
Auxiliary Fees - flat rate (unless noted):				
Athletic	785	810	25	3.2%
Intramural and Health Fee*	N/A	40	40	N/A
Health Service Fee	145	150	5	3.4%
University Construction	172	172	0	0.0%
Student Union Operating	1,145	1,170	25	2.2%
Student Activity	180	180	0	0.0%
Sustainability Fee	4	4	0	0.0%
Bowie Card Fee	16.20	17.20	1.00	6.2%
Total Fees:	**2,697**	**2,798.20**	**101**	**3.7%**
Total In-State Cost	**8,233**	**8,445.20**	**212**	**2.6%**
Total Out-of-State Cost	**18,873**	**19,136.20**	**263**	**1.4%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**243.50**	**248.00**	**4.50**	**1.8%**
Out-of-State Tuition	**680**	**687**	**7**	**1.0%**
Technology Fee - per credit hour	10.40	10.60	0.20	1.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	32.70	33.70	1.00	3.1%
Intramural and Health Fee*	N/A	1.70	1.70	N/A
Health Service Fee	6.00	6.20	0.20	3.3%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	47.70	48.75	1.05	2.2%
Student Activity	7.50	7.50	0.00	0.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	16.20	17.20	1.00	6.2%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**415**	**423**	**8**	**1.9%**
Out-of-State Tuition	**702**	**709**	**7**	**1.0%**
Technology Fee - per credit hour	10.40	10.60	0.20	1.9%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	32.70	33.70	1.00	3.1%
Intramural and Health Fee*	N/A	1.70	1.70	N/A
Health Service Fee	6.00	6.20	0.20	3.3%
University Construction	7.16	7.16	0.00	0.0%
Student Union Operating	47.70	48.75	1.05	2.2%
Student Activity	11.65	11.65	0.00	0.0%
Sustainability Fee - flat rate	4.00	4.00	0.00	0.0%
Bowie Card Fee - flat rate	16.20	17.20	1.00	6.2%

*Proposed fee beginning in FY 2020

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
TOWSON UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**6,826**	**6,962**	**136**	**2.0%**
Out-of-State Tuition	**20,094**	**21,098**	**1,004**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**10,240**	**10,444**	**204**	**2.0%**
Technology Fee - flat rate	206	212	6	2.9%
Auxiliary Fees - flat rate* (unless noted):				
Athletics	956	998	42	4.4%
Auxiliary Services	648	648	0	0.0%
Auxiliary Services - Construction	1,214	1,280	66	5.4%
Student Services - SGA	90	98	8	8.9%
Total Fees	**3,114**	**3,236**	**122**	**3.9%**
Total In-State Cost	**9,940**	**10,198**	**258**	**2.6%**
Total Out-of-State Cost	**23,208**	**24,334**	**1,126**	**4.9%**
Total Out-of-State Regional Cost On-Site Hagerstown	**11,660**	**11,936**	**276**	**2.4%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**293**	**299**	**6**	**2.0%**
Out-of-State Tuition	**846**	**888**	**42**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**443**	**452**	**9**	**2.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	43	45	2	4.7%
Auxiliary Services	30	30	0	0.0%
Auxiliary Services - Construction	55	58	3	5.5%
Student Services - SGA	4	5	1	25.0%
Total Fees:	**141**	**147**	**6**	**4.3%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**418**	**439**	**21**	**5.0%**
Out-of-State Tuition	**865**	**908**	**43**	**5.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**627**	**658**	**31**	**4.9%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour* (unless noted):				
Athletics	43	45	2	4.7%
Auxiliary Services	30	30	0	0.0%
Auxiliary Services - Construction	55	58	3	5.5%
Graduate SGA	4	4	0	0.0%
Total Fees:	**141**	**146**	**5**	**3.5%**

*Auxiliary fees for students attending Towson University North East or TUNE are one-half the main campus rate. Students taking classes at Hagerstown and other locations, (with the exception of TUNE) with a greater than 25 mile radius from the main campus pay only the technology fee and the auxiliary services construction fee.

PART-TIME GRADUATE PER COURSE - AIT PROGRAM				
Tuition AIT program (except AIT 500 & 501) - per course	**1,575**	**1,653**	**78**	**5.0%**
Tuition - AIT 500 - per course	**1,969**	**2,067**	**98**	**5.0%**
Tuition - AIT 501 - per course	**1,706**	**1,792**	**86**	**5.0%**
Tuition - AIT 885 - per course	**525**	**551**	**26**	**5.0%**
PART-TIME DOCTORATE PER UNIT - CAIT PROGRAM	**653**	**685**	**32**	**4.9%**

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SCHEDULE OF TUITION AND MANDATORY FEES
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	FY 2019	FY 2020	Recommended Change Amount	%
JOINT DEGREE WITH UNIVERSITY OF BALTIMORE FOR M.S. ACCOUNTING & BUSINESS ADVISORY SERVICE**				
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (in person and Web instruction)	**801**	**809**	**8**	**1.0%**
Regional Tuition (in person and Web instruction)#	**801**	**809**	**8**	**1.0%**
Out-of-State Tuition (in person and Web instruction)	**1,106**	**1,117**	**11**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate	50	50	0	0.0%

**Joint degree with University of Baltimore (UB) for the MBA is charged and billed through UB
#Regional: VA - Arlington, Fairfax, Prince William counties, PA - Adam, York, Lancaster counties, DE - all counties, DC

UNIVERSITY OF MARYLAND EASTERN SHORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,312**	**5,418**	**106**	**2.0%**
Out-of-State Tuition	**15,518**	**15,828**	**310**	**2.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**7,760**	**7,915**	**155**	**2.0%**
Technology Fee - flat rate	158	166	8	5.1%
Auxiliary Fees - flat rate (unless noted):				
Athletic	992	1,042	50	5.0%
Student Union	718	754	36	5.0%
Recreational Facilities	882	926	44	5.0%
Student Health Services	100	105	5	5.0%
Student Activities	140	147	7	5.0%
Total Fees:	**2,990**	**3,140**	**150**	**5.0%**
Total In-State Cost	**8,302**	**8,558**	**256**	**3.1%**
Total Out-of-State Cost	**18,508**	**18,968**	**460**	**2.5%**
Total Out-of-State Cost - Eastern Shore Regional Rate	**10,750**	**11,055**	**305**	**2.8%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**220**	**224**	**4**	**1.8%**
Out-of-State Tuition	**572**	**583**	**11**	**1.9%**
Out-of-State Tuition - Eastern Shore Regional Rate	**286**	**292**	**6**	**2.1%**
Technology Fee per credit hour	8	9	1	12.5%
Auxiliary Fees:				
Student Union Fee per credit hour	30	32	2	6.7%
Student Health Services per credit hour	5	6	1	20.0%
Athletic fee per credit hour	42	44	2	4.8%
OFF-SITE/SATELLITE SITES*				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Tuition	**5,312**	**5,418**	**106**	**2.0%**
Out-of-State Tuition	**15,518**	**15,828**	**310**	**2.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**7,760**	**7,915**	**155**	**2.0%**
General Administration Fee	N/A	750	N/A	N/A
Total In-State Cost	**5,312**	**6,168**	**856**	**16.1%**
Total Out-of-State Cost	**15,518**	**16,578**	**1,060**	**6.8%**
Total Eastern Shore Regional Cost	**7,760**	**8,665**	**905**	**11.7%**
PART-TIME UNDERGRADUATE STUDENT PER CREDIT HOUR				
In-State Tuition	**220**	**224**	**4**	**1.8%**
Out-of-State Tuition	**572**	**583**	**11**	**1.9%**
Out-of-State Tuition Eastern Shore Regional Rate	**286**	**292**	**6**	**2.1%**
General Administration Fee per credit hour	N/A	65	N/A	N/A

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SCHEDULE OF TUITION AND MANDATORY FEES
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	FY 2019	FY 2020	Recommended Change Amount	%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**325**	**332**	**7**	**2.2%**
Out-of-State Tuition	**604**	**616**	**12**	**2.0%**
Out-of-State Tuition - Eastern Shore Regional Rate	**449**	**458**	**9**	**2.0%**
Technology Fee per credit hour	8	9	1	12.5%
Auxiliary Fees:				
Student Union Fee per credit hour	30	32	2	6.7%
Athletic fee per credit hour	42	44	2	4.8%
Doctorate in Physical Therapy per Credit Hour**				
In-State Tuition	**325**	**341**	**16**	**4.9%**
Out-of-State Tuition	**604**	**634**	**30**	**5.0%**
Out-of-State Tuition Eastern Shore Regional Rate	**449**	**471**	**22**	**4.9%**
Technology Fee per credit hour	8	9	1	12.5%
Auxiliary Fees:				
Student Union Fee per credit hour	30	32	2	6.7%
Athletic fee per credit hour	42	44	2	4.8%
SCHOOL OF PHARMACY				
Pharmacy D Program				
In-State Tuition	**28,722**	**29,296**	**574**	**2.0%**
Out-of-State Tuition	**58,046**	**58,046**	**0**	**0.0%**
Out-of-State Pharm D program Regional Rate	**48,000**	**46,960**	**-1,040**	**-2.2%**
Technology Fee - flat rate	158	166	8	5.1%
Auxiliary Fees - flat rate (unless noted):				
Pharmacy Activity Fee	331	348	17	5.1%
Student Union	718	754	36	5.0%
Recreational Facilities	882	926	44	5.0%
Total Fees:	**2,089**	**2,194**	**105**	**5.0%**
Total In-State Pharm D program	**30,811**	**31,490**	**679**	**2.2%**
Total Out-of-State Pharm D program	**60,135**	**60,240**	**105**	**0.2%**
Total Out-of-State Pharm D program Regional Rate	**50,089**	**49,154**	**-935**	**-1.9%**
Pharmacy D Program PER CREDIT HOUR***				
In-State Tuition	**N/A**	862	**N/A**	**N/A**
Out -of-State Tuition	**N/A**	1,707	**N/A**	**N/A**
Out -of-State Tuition Eastern Shore Regional Rate	**N/A**	1,314	**N/A**	**N/A**
Technology Fee - flat rate	**N/A**	166	**N/A**	**N/A**
Pharmacy Activity Fee	**N/A**	348	**N/A**	**N/A**

*Includes the Baltimore Museum of Institute and Hagerstown students. Previously no mandatory fees were charged to these students.
**Doctoral Physical Therapy students were previously included in with all other graduate students and charged the Part-time Graduate Per Credit Hour rate.
***New part-time option added

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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			Recommended Change	
	FY 2019	FY 2020	Amount	%
FROSTBURG STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**6,600**	**6,700**	**100**	**1.5%**
Out-of-State Undergraduate Tuition	**20,320**	**20,800**	**480**	**2.4%**
Out-of-State Undergraduate Tuition - Regional Rate	**15,188**	**15,400**	**212**	**1.4%**
Technology Fee - flat rate	192	196	4	2.1%
Auxiliary Fees - flat rate (unless noted):				
Athletic	1,008	1,058	50	5.0%
Student Union Operating	372	390	18	4.8%
Auxiliary Facilities	592	650	58	9.8%
Student Activity	342	350	8	2.3%
Sustainability Fee	30	30	0	0.0%
Transportation Fee	36	36	0	0.0%
Total Fees:	**2,572**	**2,710**	**138**	**5.4%**
Total In-State Cost	**9,172**	**9,410**	**238**	**2.6%**
Total Out-of-State Cost	**22,892**	**23,510**	**618**	**2.7%**
Total Out-of-State Regional Cost	**17,760**	**18,110**	**350**	**2.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**272**	**276**	**4**	**1.5%**
Out-of-State Tuition	**570**	**584**	**14**	**2.5%**
Out-of-State Tuition - Regional Rate	**432**	**442**	**10**	**2.3%**
Technology Fee - per credit hour	17	15	-2	-11.8%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	52	60	8	15.4%
Student Union Operating	22	24	2	9.1%
Auxiliary Facilities	26	32	6	23.1%
Student Activity - flat rate	27	25	-2	-7.4%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**433**	**437**	**4**	**0.9%**
Out-of-State Tuition	**557**	**560**	**3**	**0.5%**
Nurse Practioner In-State Tuition	**485**	**490**	**5**	**1.0%**
Nurse Practioner Out-of-State Tuition	**660**	**670**	**10**	**1.5%**
Nurse Practioner Out-of-State Tuition - Regional Rate	**545**	**553**	**8**	**1.5%**
Physician's Assistant In-State Tuition	**516**	**516**	**0**	**0.0%**
Physician's Assistant Out-of-State Tuition	**750**	**750**	**0**	**0.0%**
Physician's Assistant Out-of-State Tuition - Regional Rate	**616**	**616**	**0**	**0.0%**
Technology Fee - per credit hour	17	15	-2	-11.8%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	52	60	8	15.4%
Student Union Operating	22	24	2	9.1%
Auxiliary Facilities	26	32	6	23.1%
Student Activity - flat rate	27	25	-2	-7.4%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

			Recommended Change	
	FY 2019	FY 2020	Amount	%
PART-TIME DOCTORAL PER CREDIT HOUR				
In-State Tuition	**597**	**612**	**15**	**2.5%**
Out-of-State Tuition	**747**	**766**	**19**	**2.5%**
Technology Fee - per credit hour	17	15	-2	-11.8%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	52	60	8	15.4%
Student Union Operating	22	24	2	9.1%
Auxiliary Facilities	26	32	6	23.1%
Student Activity - flat rate	27	25	-2	-7.4%
Sustainability Fee	2	2	0	0.0%
Transportation Fee	2	2	0	0.0%
COPPIN STATE UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**4,557**	**4,648**	**91**	**2.0%**
Out-of-State Undergraduate Tuition	**10,828**	**11,045**	**217**	**2.0%**
Technology Fee - flat rate	200	200	**0**	**0.0%**
Auxiliary Fees - flat rate (unless noted):				
Athletic	800	800	0	0.0%
College Center	482	482	0	0.0%
Auxiliary Construction	386	386	0	0.0%
Student Activity	200	200	0	0.0%
Total Fees:	**2,068**	**2,068**	**0**	**0.0%**
Total In-State Cost	**6,625**	**6,716**	**91**	**1.4%**
Total Out-of-State Cost	**12,896**	**13,113**	**217**	**1.7%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**194**	**197**	**3**	**1.5%**
Out-of-State Tuition	**603**	**615**	**12**	**2.0%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

	FY 2019	FY 2020	Recommended Change Amount	%
USM Hagerstown Regional On-Site Undergraduate Tuition				
Out-of-State Tuition - Full-Time	**8,515**	**8,685**	**170**	**2.0%**
Out-of-State Tuition - Part-Time (per credit hour)	**451**	**460**	**9**	**2.0%**
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**337**	**344**	**7**	**2.1%**
Out-of-State Tuition	**621**	**633**	**12**	**1.9%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
USM Hagerstown Regional On-Site Graduate Tuition				
Out-of-State Tuition - Part-Time (per credit hour)	**514**	**524**	**10**	**1.9%**
Off Campus Initiative Activity Fee - flat rate	100	100	0	0.0%
DOCTORATE OF NURSE PRACTITIONERS PER CREDIT HOUR				
In-State Tuition	**672**	**685**	**13**	**1.9%**
Out-of-State Tuition	**1,032**	**1,053**	**21**	**2.0%**
Technology Fee - flat rate	84	84	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	41	41	0	0.0%
College Center - flat rate	139	139	0	0.0%
Auxiliary Construction	32	32	0	0.0%
Student Activity - flat rate	47	47	0	0.0%
UNIVERSITY OF BALTIMORE				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**6,876**	**7,014**	**138**	**2.0%**
Out-of-State Undergraduate Tuition	**18,994**	**19,374**	**380**	**2.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Government Association*	50	50	0	0.0%
Total Fees:	**2,082**	**2,082**	**0**	**0.0%**
Total In-State Cost	**8,958**	**9,096**	**138**	**1.5%**
Total Out-of-State Cost	**21,076**	**21,456**	**380**	**1.8%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**314**	**320**	**6**	**1.9%**
In-State Tuition - Web Instruction	**355**	**361**	**6**	**1.7%**
Out-of-State Tuition	**992**	**1,012**	**20**	**2.0%**
Out-of-State Tuition - Web Instruction	**1,056**	**1,076**	**20**	**1.9%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
High School Dual Enrollment	**157**	**160**	**3**	**1.9%**
Technology Fee - per credit hour	4.50	4.50	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	1.50	1.50	0	0.0%
Auxiliary Operation	11.50	11.50	0	0.0%
Student Center Fee	17.00	17.00	0	0.0%
Student Services Fee	8.00	8.00	0	0.0%
Student Government Association - flat rate*	25.00	25.00	0	0.0%
FULL-TIME LAW STUDENT (J.D.)				
In-State FT Law Tuition - J.D.	**29,848**	**30,744**	**896**	**3.0%**
Regional FT Law Tuition - J.D.#**	**29,848**	**30,744**	**896**	**3.0%**
Out-of-State FT Law Tuition - J.D.	**44,516**	**45,852**	**1,336**	**3.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	**2,106**	**2,106**	**0**	**0.0%**
Total In-State FT Law - J.D.	**31,954**	**32,850**	**896**	**2.8%**
Regional FT Law Tuition - J.D.**	**31,954**	**32,850**	**896**	**2.8%**
Total Out-of-State FT Law - J.D.	**46,622**	**47,958**	**1,336**	**2.9%**
FULL-TIME LAW STUDENT (LL.M. - US)				
In-State FT Law Tuition - LL.M. - US	**20,390**	**20,390**	**0**	**0.0%**
Out-of-State FT Law Tuition - LL.M. - US	**20,390**	**20,390**	**0**	**0.0%**
Technology Fee - flat rate	216	216	0	0.0%
Auxiliary Fees - flat rate (unless noted):				
Auxiliary Construction	72	72	0	0.0%
Auxiliary Operation	546	546	0	0.0%
Student Center Fee	814	814	0	0.0%
Student Services Fee	384	384	0	0.0%
Student Bar Association*	74	74	0	0.0%
Total Fees:	**2,106**	**2,106**	**0**	**0.0%**
Total In-State FT Law - LL.M. - US	**22,496**	**22,496**	**0**	**0.0%**
Total Out-of-State FT Law - LL.M. - US	**22,496**	**22,496**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
PART-TIME LAW PER CREDIT HOUR				
J.D. In-State Tuition	**1,236**	**1,273**	**37**	**3.0%**
J.D. Regional Tuition**	**1,236**	**1,273**	**37**	**3.0%**
J.D. Out-of-State Tuition	**1,741**	**1,793**	**52**	**3.0%**
LL.M. US In-State Tuition	**686**	**686**	**0**	**0.0%**
LL.M. US Out-of-State Tuition	**686**	**686**	**0**	**0.0%**
LL.M. Tax In-State/Masters Tax In-State Tuition	**999**	**999**	**0**	**0.0%**
LL.M. Tax Out-of-State/Masters Tax Out-of-State Tuition	**999**	**999**	**0**	**0.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Bar Association - flat rate (LL.M. students only)*	74	74	0	0.0%
Student Government Association - flat rate (Masters Tax only)*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition (MBA - in person and on-line instruction)	**840**	**848**	**8**	**1.0%**
Regional Tuition (MBA - in person and on-line instruction)	**840**	**848**	**8**	**1.0%**
Out-of-State Tuition (MBA - on-line instruction)	**840**	**848**	**8**	**1.0%**
Out-of-State Tuition (MBA - in person instruction	**1,172**	**1,184**	**12**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR				
Business - other than MBA and MS in Taxation:				
In-State Tuition (in person and Web instruction)	**801**	**809**	**8**	**1.0%**
Regional Tuition (in person and Web instruction)**	**801**	**809**	**8**	**1.0%**
Out-of-State Tuition - OnLine MS Accounting#	**801**	**809**	**8**	**1.0%**
Out-of-State Tuition (in person and Web instruction except on-line MS Acctg.)	**1,106**	**1,117**	**11**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
PART-TIME GRADUATE PER CREDIT HOUR - Arts & Sciences				
In-State Tuition (in person and Web instruction)	**750**	**758**	**8**	**1.1%**
Out-of-State Tuition: MS Interaction Design & Information Architecture - on-line	**750**	**758**	**8**	**1.1%**
Regional Tuition (in person and Web instruction)**	**750**	**758**	**8**	**1.1%**
Out-of-State Tuition (Other than IDIA on-line) (in person and Web instruction)	**1,100**	**1,111**	**11**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
PART-TIME GRADUATE PER CREDIT HOUR - Public Affairs				
In-State Tuition	**760**	**768**	**8**	**1.1%**
In-State Tuition - Web Instruction	**870**	**878**	**8**	**0.9%**
Out-of-State Tuition: Masters Public Administration - on-line	**870**	**878**	**8**	**0.9%**
Regional Tuition**	**760**	**768**	**8**	**1.1%**
Regional Tuition - Web Instruction**	**870**	**878**	**8**	**0.9%**
Out-of-State Tuition (Other than MPA on-line)	**1,102**	**1,113**	**11**	**1.0%**
Out-of-State Tuition - Web Instruction (Other than MPA on-line)	**1,205**	**1,216**	**11**	**0.9%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Arts & Sciences)	**951**	**961**	**10**	**1.1%**
Out-of-State Tuition (Arts & Sciences)	**1,614**	**1,630**	**16**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%
DOCTORAL PER CREDIT HOUR (800+ level only)				
In-State Tuition (Public Affairs)	**979**	**989**	**10**	**1.0%**
Out-of-State Tuition (Public Affairs)	**1,614**	**1,630**	**16**	**1.0%**
Technology Fee - per credit hour	9	9	0	0.0%
Auxiliary Fees - per credit hour (unless noted):				
Auxiliary Construction	3	3	0	0.0%
Auxiliary Operation	23	23	0	0.0%
Student Center Fee	34	34	0	0.0%
Student Services Fee	16	16	0	0.0%
Student Government Association - flat rate*	50	50	0	0.0%

*Full year rate is shown. Half of the amount will be charged per semester.
**Includes residents of the District of Columbia, Northern Virginia (counties of Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudon, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren and cities of Alexandria, Fairfax, Falls Church, Fredericksburg, Manassas and Manassas Park, Southern Pennsylvania (counties of Adams, Chester, Lancaster, and York), and Delaware (all counties).

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

			Recommended Change	
	FY 2019	FY 2020	Amount	%
SALISBURY UNIVERSITY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**7,122**	**7,264**	**142**	**2.0%**
Out-of-State Undergraduate Tuition	**16,824**	**17,330**	**506**	**3.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**11,000**	**11,330**	**330**	**3.0%**
Technology Fee - flat rate	250	258	8	3.2%
Auxiliary Fees - flat rate (unless noted):				
Athletic	794	810	16	2.0%
Student Recreation Fee	70	72	2	2.9%
Facilities Use	1,118	1,160	42	3.8%
Student Union Operation	318	326	8	2.5%
Student Activity Fee	128	130	2	1.6%
Sustainability Fee	24	24	0	0.0%
Total Fees:	**2,702**	**2,780**	**78**	**2.9%**
Total In-State Cost	**9,824**	**10,044**	**220**	**2.2%**
Total Out-of-State Cost	**19,526**	**20,110**	**584**	**3.0%**
Total Out-of-State Regional Cost On-Site Hagerstown	**13,702**	**14,110**	**408**	**3.0%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**292**	**297**	**5**	**1.7%**
Out-of-State Tuition	**695**	**716**	**21**	**3.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**452**	**466**	**14**	**3.1%**
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	28	30	2	7.1%
Student Recreation Fee	3	4	1	33.3%
Facilities Use	41	43	2	4.9%
Student Union Operation	12	13	1	8.3%
Student Activity Fee	5	6	1	20.0%
Sustainability Fee	1	1	0	0.0%
PART-TIME GRADUATE (excluding Nursing, EdD & GIS) PER CREDIT HOUR				
In-State Tuition	**404**	**412**	**8**	**2.0%**
Out-of-State Tuition	**724**	**746**	**22**	**3.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**612**	**496**	**-116**	**-19.0%**
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Use	40	44	4	10.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	7	10	3	42.9%
Sustainability Fee	1	1	0	0.0%
DNP AND GRADUATE NURSING PER CREDIT HOUR				
In-State Tuition	**655**	**655**	**0**	**0.0%**
Out-of-State Tuition	**825**	**825**	**0**	**0.0%**
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Use	40	44	4	10.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	7	10	3	42.9%
Sustainability Fee	1	1	0	0.0%

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
ATHLETIC TRAINING GRADUATE PER CREDIT HOUR				
In-State Tuition	**615**	**615**	0	0.0%
Out-of-State Tuition	**765**	**765**	0	0.0%
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Use	40	44	4	10.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	7	10	3	42.9%
Sustainability Fee	1	1	0	0.0%
EdD PER CREDIT HOUR				
In-State Tuition	**550**	**550**	**0**	**0.0%**
Out-of-State Tuition	**960**	**960**	**0**	**0.0%**
Technology Fee - per credit hour	10	11	1	10.0%
Auxiliary Fees - per credit hour (unless noted):				
Athletic	27	27	0	0.0%
Student Recreation Fee	3	3	0	0.0%
Facilities Use	40	44	4	10.0%
Student Union Operation	12	12	0	0.0%
Student Activity Fee	7	10	3	42.9%
Sustainability Fee	1	1	0	0.0%
ON-LINE GRADUATE PROGRAMS PER CREDIT HOUR				
GIS	**665**	**665**	**0**	**0.0%**
MBA	**765**	**765**	**0**	**0.0%**
MSW	**765**	**765**	**0**	**0.0%**
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE				
UNDERGRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**294**	**300**	**6**	**2.0%**
Out-of-State Tuition	**499**	**499**	**0**	**0.0%**
Out-of-State Regional Tuition On-Site Hagerstown	**418**	**418**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
UNDERGRADUATE MILITARY PER CREDIT HOUR	**250**	**250**	**0**	**0.0%**
GRADUATE PER CREDIT HOUR CHARGES				
In-State Tuition	**458**	**480**	**22**	**4.8%**
Out-of-State Tuition	**659**	**659**	**0**	**0.0%**
Technology Fee - per credit hour	15	15	0	0.0%
MBA	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY	**694**	**694**	**0**	**0.0%**
M.S. CYBERSECURITY POLICY	**694**	**694**	**0**	**0.0%**
M.S. DATA ANALYTICS	**694**	**694**	**0**	**0.0%**
DOCTOR OF MANAGEMENT (DM)	**1,087**	**1,087**	**0**	**0.0%**

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SCHEDULE OF TUITION AND MANDATORY FEES
Fiscal 2020

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	FY 2019	FY 2020	Recommended Change Amount	%
UNIVERSITY OF MARYLAND, BALTIMORE COUNTY				
FULL-TIME UNDERGRADUATE STUDENT				
In-State Undergraduate Tuition	**8,534**	**8,704**	**170**	**2.0%**
Out-of-State Undergraduate Tuition	**23,628**	**24,338**	**710**	**3.0%**
Technology Fee - flat rate	318	326	8	2.5%
Auxiliary Fees - flat rate (unless noted):				
Athletic & Recreation	1,152	1,182	30	2.6%
Transportation	458	468	10	2.2%
Auxiliary Facilities	552	568	16	2.9%
University Commons	660	676	16	2.4%
Student Activities	104	104	0	0.0%
Total Fees:	**3,244**	**3,324**	**80**	**2.5%**
Total In-State Cost	**11,778**	**12,028**	**250**	**2.1%**
Total Out-of-State Cost	**26,872**	**27,662**	**790**	**2.9%**
PART-TIME UNDERGRADUATE PER CREDIT HOUR				
In-State Tuition	**354**	**361**	**7**	**2.0%**
Out-of-State Tuition	**981**	**1,010**	**29**	**3.0%**
Technology Fee - per credit hour	16	17	1	6.3%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	41	42	1	2.4%
Transportation	23	24	1	4.3%
Auxiliary Facilities	24	24	0	0.0%
University Commons	29	30	1	3.4%
Student Activity	7	7	0	0.0%
Total Fees:	**140**	**144**	**4**	**2.9%**
PART-TIME GRADUATE PER CREDIT HOUR				
In-State Tuition	**640**	**659**	**19**	**3.0%**
Out-of-State Tuition	**1,099**	**1,132**	**33**	**3.0%**
Technology Fee - per credit hour	15	16	1	6.7%
Auxiliary Fees - per credit hour (unless noted):				
Athletic & Recreation	29	30	1	3.4%
Graduate Program	17	17	0	0.0%
Transportation	23	24	1	4.3%
Auxiliary Facilities	24	24	0	0.0%
University Commons	28	29	1	3.6%
Total Fees:	**136**	**140**	**4**	**2.9%**
INFO SYSTEMS ON-LINE PROGRAM TUITION/ PER CREDIT	**907**	**907**	**0**	**0.0%**
MANAGEMENT OF AGING SERVICES GRADUATE PROGRAM				
In-State Tuition	**863**	**863**	**0**	**0.0%**
Out-of-State Tuition	**1,523**	**1,523**	**0**	**0.0%**
USM THE UNIVERSITIES AT SHADY GROVE				
MANDATORY AUXILIARY FEE (Undergraduate Students)				
Full-Time Student - flat rate	663	696	33	5.0%
Part-Time Student - per credit hour	27.74	29.13	1.39	5.0%
MANDATORY AUXILIARY FEE (Graduate Students)				
Full-Time Student - flat rate	373	392	19	5.1%
Part-Time Student - per credit hour	20.80	21.84	1.04	5.0%
MANDATORY FACILITIES FEE (All students)				
Full-Time Student - flat rate	40	42	2	5.0%
Part-Time Student - flat rate	20	21	1	5.0%

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University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

University of Maryland, Baltimore

In accordance with University System of Maryland Board of Regents policy on tuition, fees and charges, the University of Maryland, Baltimore Professional Schools and Graduate School, sought input from students for all proposed FY 2020 tuition and student fee increases. Each School established a committee of students, who met to review and discuss the schedule of tuition and fees and to confer on any proposed School tuition and/or student fee changes. In addition to School tuition and fee increases, Central Administrative units met with the campus wide Student Fee Advisory Board (SFAB) which is responsible for advising the President and Board of Regents on increases in mandatory auxiliary student fees including the University Government Association Fee, the Shuttle Fees, Pascault Row Housing Fees, and the Campus Center Infrastructure & Services Fees, and the Off Campus Student Services Fee. The student committees expressed support for the FY 20 tuition and fee increases through the submission of memorandums. Students genuinely appreciate the opportunity to engage with school leaders on this important matter.

The UMB Office of Academic Affairs retains a record of student involvement in tuition and fee setting should the board of Regents or others wish to examine the documentation.

University of Maryland, College Park

Recreation Services

The goal of University Recreation & Wellness is to produce their annual fee proposals in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to insure all members of the campus community have input through their representatives on the Campus Recreation Advisory Board (CRAB), as well as consulting with their Student Employee Advisory Board (SEAB). Through this process, RecWell provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

Their fee proposal vetting process is accomplished through an in person review with CRAB and SEAB. The Director and Associate Director of RecWell present a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group to reach a consensus for endorsement. A second meeting of CRAB, to consider the fee submittal, is normally held in September. The proposal is discussed again at this meeting.

After outlining the proposal for those who could not make the first meeting, there is a 30 minute discussion and question/answer session. The board members present then vote to endorse the proposal.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

Shuttle Bus

It is the goal of the Department of Transportation Services (DOTS) to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, DOTS employs an approach to insure all members of the campus community have input through their elected representatives. Through this process, DOTS provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations.

The budget vetting process includes the presentation of a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Student Affairs. Review meetings are normally held twice in the month of September.

As the budget process continues, it is not unusual for DOTS to go back to these groups to insure that proper input is provided as the budget process comes to a close and is presented to the Committee that reviews student fees.

Student Union

It is the goal of the Stamp Student Union to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, they employ an approach to insure all members of the campus community have input through their elected representatives. Through this process, the Stamp provides each group with all the relevant materials necessary to provide timely and thoughtful recommendations. The final step of their budget vetting process is a meeting with the Stamp Advisory Board (SAB). The SAB reviews the information normally in the month of September. The Stamp Director presents a complete review of forecasted headcount and expenses for the upcoming fee year and the calculations that determine the per student fee amount. Any enhancements are reviewed and discussed with the group. The SAB are normally asked to vote on the content of the proposal within the month of September.

Undergraduate Student Activities

The Student Government Association makes a determination in spring to request additional fee monies within two fiscal years. Enhancements received during the budget review process within two fiscal years will be integrated into the general operations of SGA.

Student Sustainability Fee

The University Sustainability Fee provides funding for projects that promote environmental sustainability, and positively impact and enhance the student experience at UMD. Funds are allocated to projects that increase the use of renewable energy on campus and/or in the local community, increase the energy efficiency of our facilities, reduce the amount of waste created and material resources used on campus, encourage sustainable behaviors, and integrate sustainability into teaching, research, and service at UMD. Allocations are administered through a student-majority subcommittee of the University Sustainability Council.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

As part of the Council, a Student Advisory Subcommittee will be appointed by the Council Chair from nominations provided by the Senate, the Student Government Association President, the Vice President for Student Affairs, and, in the event that the Graduate Students pay a sustainability fee in the future, the Graduate Student Government President and the Dean of the Graduate School. Initially, the Student Advisory Subcommittee will be composed of at least three undergraduate students and two nonstudent members of the Council. Additional members may be added by the Council. The chair of the subcommittee will be a student member of the Sustainability Council. The Student Advisory Subcommittee will review proposals for funding by the sustainability student fee and make recommendations for funding to the Council.

Athletics

The Intercollegiate Athletics Department and University Administration established the Student Advisory Council to Athletics (SACA) to serve in an advisory capacity to the athletics director and his staff on matters including, but not limited to:

- Enhancing the student voice by providing student board members with direct access to the athletics director;
- Serving as student body ambassadors through direct engagement and communication with the campus community;
- Helping with assessing the student community and campus activities;
- Collaborating with the athletics marketing staff on outreach efforts that will result in a positive student life experience;
- Serving as strategic thinkers and thought leaders to assist the athletics department with its short and long term planning; and
- Working with the athletics administration on matters involving fan civility and sportsmanship.

The Student Advisory Council to Athletics (SACA) shall consist of up to thirteen (13) members, including at most three at-large representatives. An odd numbered group is desired. These individuals shall be chosen by the SABA group to be representatives and to determine policies and procedures as they may deem appropriate for the effective operation of the group. At-large representatives must submit a formal statement or complete an interview for consideration. Board members shall be held to an attendance policy. Each member shall be allowed one (1) unexcused absence per semester. Exceptions due to uncontrollable circumstances are to be reviewed by the group. Group members, excluding at-large members, may have a proxy representative at meetings. After considerable discussion, normally in the month of September, SACA Policy Committee will endorse ICA student fee changes or none.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

Nyumburu Cultural Center

The Nyumburu Fee Advisory Board (NFAB) normally reviews the current proposal twice in the month of September. The Nyumburu Director presents a complete review of the forecasted headcount and expenses, for the fee year and the computations that were used to determine the fee amounts for mandatory fees and enhancement programming. The advisory group normally endorses the proposal multiple times in the month of September.

Performing Arts Center

As part of the mandatory fee review process, The Clarice presents its proposed year over year adjustments in mandatory fee to the Maryland Students for the Arts Council (MSA) for vetting and approval. Normally in the month of September, the Executive Director and Director of Finance and Administration present the Mandatory Fee proposal to the Maryland Students for the Arts committee for review, discussion and approval. All students in attendance at the September MSA meeting endorse The Clarice's request for any increase in the mandatory fee. Contained in this presentation are a student participation roster for MSA, and the meeting agenda, minutes and sign in sheet of the September meeting.

Graduate Student Activities

This fee proposal is in accordance with the legislative and executive actions of the Graduate Student Government. The Graduate Student Assembly approves the budgets for both Graduate Student Government and Graduate Legal Aid Office at their June meeting and makes a determination to request any additional fee enhancement monies for the upcoming fiscal year. An assembly of representatives of graduate programs from across the campus, the Graduate Student Assembly and the Executives of the Graduate Student Government meet monthly and include in their annual business the allocation and distribution of the Graduate Student Activities Fee.

Student Facilities Fee

The Student Facilities Committee (SFC), established in FY 2018, is a student-majority advisory subcommittee to the Provost and Senior Vice President for Academic Affairs and reports to the Facilities Council.

The Subcommittee decides which projects to recommend to the University Facilities Council for funding by a simple majority vote of the full Subcommittee membership. The Subcommittee may elect to recommend funding for a portion of a proposal. The Student Advisory Subcommittee may submit recommendations to the Facilities Council at any time.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

Technology Fee

The Campus Student Technology Fee Advisory Committee (CSTFAC) is responsible for advising the Vice President for Information Technology and Chief Information Officer on future fiscal year student technology fees. The CSTFAC meets in the month of October to review the upcoming fiscal year technology fee funds expenditures and to propose an increase to the student technology fee for the upcoming fiscal year. Moving forward, the CTSFAC also recommends the allocation of new funds based on the following principles:

- Students should have a decision-making role over a larger pool of funds in order to fund new (and better) proposals and services they deem most important.
- The additional proposed fee should allow UMD to provide greater access to, and assistance with, technology, as well as maintain current with technological advances.
- The additional proposed fee should increase student access to critical support services (like wireless network) that may not be available otherwise.
- The proposed fee increase should increase allocations to wireless network and instructionally-related activities receiving partial funding and provide access for activities not currently funded.

Library Technology Fee

Students engage in discussion with Libraries staff about the proposed fee increase throughout the year, culminating in a final discussion at the Student Advisory Group's March meeting. Students meet two to three times a semester. Meeting dates are established at the beginning of the semester and distributed at the first meeting.

Health Center

It is the goal of the University Health Center to produce an annual budget in a fully transparent way with extensive user input. To achieve this goal, the Health Center insures that all members of the campus community have input through their elected representatives. The Health Center provides each group with all relevant materials necessary to provide timely and thoughtful recommendations.
Their Student Health Advisory Committee (SHAC) members, as well as other student groups including the Student Government Association, Resident Hall Association and the Graduate Student Government, are involved in a thorough dialog of concerns and issues related to the Health Center budget before presenting for fee review. Of note, based on feedback about the membership of our SHAC consisting entirely of undergraduate students, they have added spots for graduate student members and are awaiting participation from at least one GSG member.

The University student review process involves meeting with members of the Student Health Advisory Committee (SHAC), the GSG President and its Executive Committee, correspondence with the President of SGA and with the RHA President and Executive Committee. The proposal among these student advisory groups to endorse support of any fee increase takes place twice normally in the month of September.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

Bowie State University

On December 6, 2018, the Vice President for Administration and Finance, Assistant Vice President, Vice President for Student Affairs, Assistant Budget Director and representatives from various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2020 Tuition, Mandatory and Self-Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the propose fees prior to the upcoming University Council meeting.

On December 11, 2018, the FY 2020 proposed Tuition, Mandatory and Self-Supporting fees were shared and discussed in detail with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

The Vice Presidents for Student Affairs and Administration and Finance, the Athletic Director, the Associate Vice Presidents for Auxiliary Services and Financial Affairs, the Interim Assistant Vice President for Housing and Residence Life, and the Director of Client Services for the Office of Technology Services presented to the SGA and the campus community, the reasons for the rate increases for the proposed tuition and student related fees for FY 20. The students asked questions about the rates and what they covered.

University of Maryland Eastern Shore

Mr. Lester Primus, Vice President for Administration and Finance met with the Executive Members of the Student Government to discuss Tuition and Fees for FY 2020 on Monday, February 25, 2019. The current tuition and mandatory fees were discussed and the proposed increases were provided to the students.

The students were informed that the cap for the increase on in-state tuition was 2% and that there was a planned increase of 5% for the mandatory fees. The students received the planned increases.

Attendees:
Mr. Lester Primus, Ms. Michelle Martin, Ms. Beatrice Wright, Mr. Valentino Anamelechi, Ms. Aja Harris, Mr. Jonathan Mitchell,Mr. Owanamie Davies

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

Frostburg State University

The President, Vice President for Administration & Finance, Vice President for Student Affairs and the Assistant Vice President for Administration & Finance, met with representatives from FSU's Student Government Association in November 2018 to discuss the tuition and fees rates for FY2020. SGA's president and vice president are also members of the University Council that meets monthly to discuss issues, including tuition/fees and room/board. Students were informed of the justifications for the tuition increases (increased personnel costs due to fringes, costs associated with mandatory expense increases and annual inflation increases).

University of Baltimore

Since FY2016, Financial Operations, on behalf of the division of Administration & Finance, hosted regular meetings with the Student Government and Student Bar Association leadership to discuss tuition and mandatory fee proposals, the institutional operating budget and associated questions. These meetings occurred prior to any tuition or mandatory fee submission to the President's executive team.

In FY2019, Financial Planning & Operations revised the engagement by creating a formal student advisory group with the goals of broader discussion and transparency related to tuition and fees changes. Both student government associations identified representatives to serve on the committee along with academic leadership from each College and representatives from the Provost's Office, RLB Library, Student Success and Support Services, Enrollment Management & Marketing, Office of Technology Services and Auxiliary Enterprises.

The October 2018 meeting focused on educating the members on the institutional tuition and fees and the likely tuition rate changes for FY2020. In February 2019, the committee received the FY2020 proposed tuition rates. The March 6 meeting was a complete review and discussion of the proposed tuition rates. On March 14, a second meeting was held, with the Student Government and Student Bar Association membership, University Budget Office, Auxiliary Enterprises, Student Success and Support Services and I, to discuss the proposed FY2020 tuition rates and address any associated question. For the development of the FY2021 tuition and fee changes, the committee plans to meet five to six times between May 2019 and March 2020.

Salisbury University

On February 19th, the Vice President of Administration and Finance, Marvin Pyles, attended the SGA Executive Committee Meeting to meet with the entire SGA Board to discuss the upcoming FY20 tuition and fees schedule. The Vice President of Student Affairs, Dane Foust, was also in attendance. The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state tuition and a 3% increase in undergraduate out-of-state tuition. The overview also covered other self-support fees, such as room and board rates.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

SGA members were provided the opportunity for questions and comments on the overall budget and rate proposals for next year. A question, and subsequent discussion about Student Activity Fees resulted in an adjustment of the proposed rates (the originally proposed $4 increase was reduced to a $2 increase, changing the fee from $128 to $130). No other specific concerns were expressed by the members in attendance regarding the proposed increases to tuition, mandatory fees and self-support fees.

The SGA asked for a similar presentation of the new schedule at the March 10 SGA Forum, which includes the broader group of students from all campus RSOs (Registered Student organizations). The SGA Forum consists of approximately 100 student leaders from across a broad spectrum of student led groups, including the SGA Executive Committee, the SGA Student Senate, and all student club/organization presidents and representatives. We will do so on March 10.

University of Maryland Baltimore County

Student input was an important component of the FY 2020 mandatory fee review process. The administration invited the Student Government Association, the Graduate Student Association, the Residential Student Association, and other student groups to identify students to serve on a Student Fee Advisory Committee. The primary function of this committee was to represent student interests during the annual mandatory fee review process. The committee was comprised of seven members, six undergraduate students and one graduate student, and represented various student groups across campus.

A training session was held for the committee in October. The training session included an overview of the University's budget, and a summary of the activities and services supported by the mandatory fee revenue. In a subsequent meeting, campus leaders presented the proposed FY 2020 fee schedule, including justifications for any proposed fee increases, and responded to questions from the student committee.

A campus-wide fee forum was held in February. Campus leadership presented the FY 2020 mandatory fee proposals and summarized the justifications for any proposed fee increases. Students were invited to ask questions regarding the mandatory fees. During the forum, a representative of the Student Fee Advisory Committee described the role of the committee and their involvement during the fee development process. The Student Fee Advisory Committee also created a website and posted all material presented by campus leadership so it was available to the larger student body. Finally, the committee created and distributed a survey to solicit student input on the proposed fees.
The Student Fee Advisory Committee submitted a final report to the administration which included their recommendations as well as a summary of the feedback obtained from the survey. The administration reviewed the recommendations and comments presented by the committee and made changes to the proposed fee schedule based on their feedback.

University System of Maryland
Student Involvement in Fee Process
Mandatory Student Fees for FY 2020

The Universities at Shady Grove

USG met with the Undergraduate Student Council on February 28th and the Graduate Student Association on March 4th to review the use of fees at USG and a proposed rate for the coming year. Both groups shared desires for uses of the fees for the Fiscal Year, which are incorporated into our budget plans.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Statements of Intent

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 19, 2019

SUMMARY: The Board will vote on two statements of intent: one for the Policy on Grievances for Nonexempt and Exempt State Employees and one for a proposed Policy on Approval of Commission Costs. These statements are not proposals but are presented to express the language and general values that the Board would like to see included in these policies moving forward. The next steps are to draft proposed language for both and disseminate the policies for review by the requisite parties (shared governance, OAG, etc.) before returning to the Board for approval.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: To be determined.

CHANCELLOR'S RECOMMENDATION: This is an action item.

COMMITTEE ACTION:	DATE: April 19, 2019
BOARD ACTION:	DATE:

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

STATEMENT OF INTENT

Policy on Grievances for Nonexempt and Exempt State Employees

It is the intention of the Board of Regents that:

1) An employee grievance complaining of a supervisor's actions or failure to act shall not be decided at any step of the grievance process by the supervisor; instead, the decision shall be made by an employee who is at the next level higher or above in the supervisory chain.

2) After a grievance against an employee's supervisor has been upheld in a final decision, the person senior to the employee's supervisor shall be responsible for appropriately implementing the grievance decision. In the case of a grievance against the president, the chancellor shall be assigned this responsibility; in the case of a grievance against the chancellor, the Board of Regents shall be assigned this responsibility.

3) In addition to any other required approvals, any resolution or settlement of a grievance against an employee's supervisor shall be approved by a person senior to the supervisor. In the case of a grievance against a president or chancellor, the Board of Regents shall be informed when the grievance is filed and prior to any resolution or settlement. The Board of Regents shall approve any resolution or settlement of a grievance against the chancellor.

The Chancellor will review existing BOR policies to determine the most efficient and effective revisions necessary to implement these general principles and make recommendations to the Board.

STATEMENT OF INTENT

Proposed Policy on Approval of Commission Costs

It is the intention of the Board of Regents that:

1) No member of any commission, committee, board, council, or similar advisory body (Commission or Commissions):
   (a) intended to provide advice or to investigate, and
   (b) which is appointed by the Board of Regents, the University System of Maryland (USM) or any constituent institution or center of the USM (Institution or Institutions) (including any division, school, department or administrative unit or personnel of the USM or one or more Institutions) shall receive compensation for service on such Commission, other than reimbursement for reasonable out-of-pocket expenses not exceeding permitted reimbursement under Board of Regents policies.

2) If the services of professionals are necessary to support the work of a Commission, such services shall be procured consistent with USM Procurement Policies and Procedures, BOR VII-3.00, as well as all other BOR policies and applicable law. Consistent with the principles of shared governance, the Board of Regents may modify existing policies to require BOR approval for cumulative professional services costs to support a Commission and its members in excess of $_____.

3) No remuneration for professional services will be provided to any entity in which a Commission member has an interest, nor to a family member or member of the household of a Commission member.

The Chancellor will review existing BOR policies to determine the most efficient and effective revisions necessary to implement these general principles and make recommendations to the Board.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Legislative Session Summary

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 19, 2019

SUMMARY: On April 8, 2019, the Maryland General Assembly concluded, with several actions having direct impact on the policies and processes of interest to the Board of Regents. Vice Chancellor for Government Relations, Mr. Patrick Hogan, will update the regents on the legislative session.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: Information item only	DATE: April 19, 2019
BOARD ACTION:	DATE:
SUBMITTED BY: Patrick Hogan, 301-445-1927, phogan@usmd.edu	

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: USM Enrollment Projections: FY 2020-2029

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The Board of Regents III-4.10—Policy on Enrollment requires the Chancellor, in consultation with the presidents, to present an enrollment plan to the Board each year. Each institution is charged with having a well-coordinated enrollment management strategy based on the short-term realities that support the operating budget request and the long-term campus plan that supports the long-term capital needs.

The USM Office works in collaboration with the institutions to insure the accuracy of these projections by sharing supporting data, sharing analyses enrollment trends, and discussing the proposed enrollment plans with the campus leadership. Any significant issues are discussed and resolved, and the projection submission is modified when necessary. In recent years, this process has helped to develop enrollment plans that are more realistic with and increasingly more accurate for most USM institutions.

Following review and any campus discussion, the USM Office aggregated all institutional submissions received to date. The USM short-term enrollment projection continues to be reasonable with increasing precision.

Highlights of this year's institutional projections include:

- Overall headcount is projected to increase in Fall 2019 by 0.6%, an increase from 176,430 to 177,554. Without UMUC, growth in Fall 2019 is expected to be approximately 0.4%. These projections reflect enrollment stabilization at some institutions and the manageable growth plans expected at other institutions.
- Overall projected headcount growth for the ten-year period is 6.6%, an increase from 176,430 to just over 188,000.
- Undergraduate enrollment is projected to expand 6.4% over ten years from 135,132 to over 142,768.
- Graduate enrollment is projected to grow by 7.3% for the ten-year period from 41,298 to 44,318.

ALTERNATIVE(S): The Committee may request changes in the projections.

FISCAL IMPACT: The fiscal impact of the projected enrollment growth will depend on many factors, including availability of facilities to accommodate increased enrollments, program of study of future students, availability of faculty, and in/out of state status. The projected enrollment and enrollment plan supports the operating budget request in the near-term and capital budget decisions in the long-term.

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CHANCELLOR'S RECOMMENDATION: That the Finance Committee recommend that the Board of Regents approve the enrollment projections as submitted.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL	DATE: 3/27/19
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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USM Enrollment Projections
FY 2020 (Fall 2019) through FY 2029 (Fall 2028)

Submitted to the Board of Regents' Committee on Finance
March 27, 2019

Office of the Vice Chancellor of Administration and Finance

Enrollment Projections: FY 2020 (Fall 2019) – FY 2029 (Fall 2028)

Overview

The purpose of this annual report is to provide the Board of Regents with the institutional student enrollment and full-time equivalent (FTE) enrollment projections as required in *the Board of Regents III-4.10 - Policy on Enrollment*. The aggregate and institutional enrollment projections in this report are informed by the internal campus strategies for managing enrollment to meet the institution's access mission, to provide increases in key workforce development areas, and to enhance higher education quality in Maryland. Institutions are expected to have a well-coordinated enrollment management operation that reflects near-term and long-term realities, institutional missions, demographic and economic trends, and enrollment targets required for the projected campus size.

In total, the University System of Maryland (USM) enrollment projections for the period of FY 2020 through FY 2029 is estimated to have slight enrollment growth. In the short-term, enrollment is expected to increase just over 1,100 students next year and USM will continue an incremental, steady 1,000-1,200 increase each year through Fall 2028. The long-term growth over the next ten years is expected to increase 11,600 students for a total enrollment projected to over 188,086 by Fall 2028. The aggregate enrollment plan for the USM continues an enrollment growth trajectory like plans presented in recent years while incorporating enrollment shifts as required to meet the enrollment demand in the Workforce Development Initiative.

Highlighted Findings

Tables 1 through 15 summarize the ten-year projections from FY 2020 (Fall 2019) to FY 2029 (Fall 2028) by institution, by student level, and by overall enrollment demand. The tables also provide detailed projections for each institution and for the entire System over this period.

- In the short-term, between Fall 2018 and Fall 2019, headcount enrollment will rise by 0.6%, or approximately 1,100 students. After excluding UMUC, the increase 0.4% or a +500 student increase (see Table 1 and 2).
    - UB (-233) and UMES (-61) expect declines next year as the larger cohorts graduate and are replaced by smaller cohorts.
    - Coppin and UMB are expected to maintain enrollment.
    - UMUC (+606), Towson (+207), UMCP (+175), UMBC (+151), Salisbury (+133), Bowe (+85) and Frostburg (+71) are projected to grow a combined +1,428 students next year.
- USM is projecting a one-year 1,000 FTE growth. In most instances, changes in FTE reflected changes in headcount enrollment. The exceptions were UB and UMES, where the losses in headcount are not expected to decrease FTE. UMCP projects a slight increase in headcount with the same FTE as estimated in FY 2019.

- Over the long-term, headcount enrollment for the ten-year period is projected to increase from 176,430 to 188,086, an increase of 6.6%. If UMUC is excluded, the projected growth over the ten-year period will be 4.6% (increasing from 115,827 in Fall 2018 to 121,143 in Fall 2028).

    - UMCP (-875) projects a long-term enrollment decrease for the sixth consecutive year (sustained campus size of 40,325 versus 37,300 previously planned).
    - Coppin and UMB are expecting to retain the campus size into the future.
    - All other campuses project some enrollment growth (+13,068) over the next ten years—UMUC (+6,340), UMBC (+1,702), Towson (+1,269), Salisbury (+1,122), Bowie (+949), UMES (+355), UB (+417), and Frostburg (+314).

- Most of the enrollment growth is projected at the undergraduate level. Over the ten-year period, USM is projected to expand from 135,132 to 143,768 undergraduates, a 6.4% increase by Fall 2028. During this same period, graduate enrollment is expected to increase by 7.3% from 41,298 to 44,318. (see Table 1 and 2)

Summary

The aggregate annual and ten-year enrollment plan for the USM is like plans submitted from previous years. These plans reflect the institutional success in an increasingly competitive marketplace. Unlike previous years, campuses have incorporated enrollment shifts into academic programs that meet the Workforce Development Initiative. Some of these Workforce Development programs will grow enrollment in the regional higher education centers while others will grow or shift enrollment on campus.

As USM plans for FY 2029, one-half of USM's long-term enrollment will be accounted for by UMUC's growth, especially with non-traditional students within Maryland and across the nation. The remaining growth will be achieved by moderate enrollment growth plans by Bowie, Frostburg, Salisbury, Towson, University of Baltimore, UMBC, and UMES. Two institutions, Coppin and UMB, will remain the same size, and the state's flagship, University of Maryland, College Park, projects a long-term decrease in enrollment beginning in 2020.

In summary, the aggregate enrollment plan for the University System of Maryland, accounts for the institutional missions, reflects workforce development needs, enhances the quality of higher education, and remains on track with aggregate enrollment expectations approved by the Board of Regents in recent years.

Table 1
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University System of Maryland

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	176,430	177,554	178,652	179,535	180,578	181,869	183,129	184,392	185,611	186,823	188,086	11,656	6.6%
Undergraduate Total	135,132	136,100	136,841	137,424	138,133	139,112	140,049	141,000	141,930	142,829	143,768	8,636	6.4%
Full-time	86,685	87,336	87,618	87,757	88,026	88,519	89,005	89,476	89,918	90,337	90,811	4,126	4.8%
Part-time	48,447	48,764	49,223	49,667	50,107	50,594	51,044	51,524	52,013	52,492	52,957	4,510	9.3%
Grad./First Prof. Total	41,298	41,454	41,811	42,111	42,446	42,757	43,080	43,393	43,681	43,994	44,318	3,020	7.3%
Full-time	17,653	17,717	17,751	17,787	17,811	17,842	17,867	17,901	17,908	17,945	17,988	335	1.9%
Part-time	23,645	23,736	24,060	24,324	24,634	24,915	25,213	25,492	25,772	26,049	26,330	2,685	11.4%
FTDE or FTNE Students	52,431	52,614	53,087	53,539	54,026	54,451	54,868	55,247	55,608	55,987	56,370	3,940	7.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	133,753	134,754	135,330	136,047	136,696	137,593	138,488	139,323	140,136	140,967	141,774	8,021	6.0%

Table 2
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University System of Maryland without UMUC

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	115,827	116,345	116,831	117,096	117,514	118,175	118,797	119,418	119,986	120,543	121,143	5,316	4.6%
Undergraduate Total	87,879	88,375	88,639	88,739	88,961	89,449	89,889	90,338	90,762	91,149	91,571	3,692	4.2%
Full-time	77,078	77,633	77,818	77,859	78,029	78,422	78,807	79,176	79,515	79,830	80,199	3,121	4.0%
Part-time	10,801	10,742	10,821	10,880	10,932	11,027	11,082	11,162	11,247	11,319	11,373	572	5.3%
Grad./First Prof. Total	27,948	27,970	28,193	28,357	28,554	28,726	28,909	29,080	29,224	29,394	29,571	1,623	5.8%
Full-time	17,556	17,619	17,652	17,687	17,711	17,740	17,764	17,797	17,803	17,839	17,881	325	1.9%
Part-time	10,392	10,351	10,541	10,669	10,843	10,986	11,145	11,283	11,421	11,555	11,690	1,298	12.5%
FTDE or FTNE Students	52,431	52,614	53,087	53,539	54,026	54,451	54,868	55,247	55,608	55,987	56,370	3,940	7.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	97,114	97,745	97,951	98,294	98,565	99,081	99,591	100,037	100,457	100,891	101,298	4,184	4.3%

Table 3
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Bowie State University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	6,321	6,406	6,511	6,613	6,715	6,818	6,923	7,029	7,105	7,182	7,270	949	15.0%
Undergraduate Total	5,308	5,376	5,451	5,528	5,605	5,683	5,763	5,844	5,905	5,975	6,040	732	13.8%
Full-time	4,421	4,516	4,579	4,643	4,708	4,774	4,841	4,909	4,960	5,019	5,074	653	14.8%
Part-time	887	860	872	884	897	909	922	935	945	956	966	79	9.0%
Grad./First Prof. Total	1,013	1,030	1,060	1,085	1,110	1,135	1,160	1,185	1,200	1,207	1,230	217	21.4%
Full-time	463	448	461	472	483	494	505	515	522	525	535	72	15.6%
Part-time	550	582	599	613	627	641	655	670	678	682	695	145	26.4%
FTDE or FTNE Students	4,604	4,654	4,728	4,800	4,872	4,946	5,020	5,095	5,150	5,207	5,269	665	14.4%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Student	5,185	5,289	5,373	5,454	5,537	5,620	5,705	5,790	5,853	5,917	5,988	803	15.5%

Table 4
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
COPPIN STATE UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	2,738	2,741	2,743	2,746	2,749	2,752	2,754	2,757	2,760	2,763	2,766	28	1.0%
Undergraduate Total	2,362	2,364	2,367	2,369	2,371	2,374	2,376	2,379	2,381	2,383	2,386	24	1.0%
Full-time	1,765	1,767	1,769	1,770	1,772	1,774	1,776	1,777	1,779	1,781	1,783	18	1.0%
Part-time	597	598	598	599	599	600	601	601	602	602	603	6	1.0%
Grad./First Prof. Total	376	376	377	377	378	378	378	379	379	379	380	4	1.0%
Full-time	121	121	121	121	121	122	122	122	122	122	122	1	1.0%
Part-time	255	255	256	256	256	256	257	257	257	257	258	3	1.0%
FTDE or FTNE Students	1,605	1,607	1,609	1,611	1,614	1,616	1,619	1,622	1,626	1,629	1,631	26	1.6%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	2,180	2,181	2,183	2,186	2,188	2,190	2,192	2,194	2,197	2,199	2,201	21	1.0%

Table 5
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Frostburg State University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	5,294	5,365	5,450	5,499	5,518	5,533	5,548	5,563	5,578	5,593	5,608	314	5.9%
Undergraduate Total	4,638	4,675	4,733	4,779	4,795	4,807	4,819	4,831	4,843	4,856	4,868	230	5.0%
Full-time	3,805	3,840	3,896	3,940	3,954	3,964	3,974	3,984	3,994	4,004	4,014	209	5.5%
Part-time	833	835	837	839	841	843	846	848	850	852	854	21	2.5%
Grad./First Prof. Total	656	690	717	720	723	726	729	732	735	738	741	85	12.9%
Full-time	205	230	255	255	256	256	257	258	258	259	259	54	26.6%
Part-time	451	460	462	465	467	469	472	474	476	479	481	30	6.7%
FTDE or FTNE Students	3,696	3,706	3,715	3,724	3,733	3,743	3,752	3,761	3,771	3,780	3,790	93	2.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	4,298	4,309	4,320	4,330	4,341	4,352	4,363	4,374	4,385	4,396	4,407	109	2.5%

Table 6
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Salisbury University

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	8,567	8,700	8,809	8,952	9,065	9,153	9,250	9,349	9,455	9,572	9,689	1,122	13%
Undergraduate Total	7,650	7,744	7,824	7,924	7,994	8,071	8,155	8,242	8,334	8,436	8,538	888	12%
Full-time	7,081	7,155	7,229	7,321	7,386	7,457	7,535	7,615	7,700	7,794	7,888	807	11%
Part-time	569	589	595	603	608	614	620	627	634	642	650	81	14%
Grad./First Prof. Total	917	956	985	1,028	1,071	1,082	1,095	1,107	1,121	1,136	1,151	234	25%
Full-time	516	533	549	573	597	603	610	617	625	633	641	125	24%
Part-time	401	423	436	455	474	479	485	490	496	503	509	108	27%
FTDE or FTNE Students	6,810	6,951	7,038	7,153	7,243	7,314	7,391	7,470	7,555	7,648	7,741	932	14%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	7,743	7,842	7,940	8,069	8,171	8,251	8,338	8,428	8,523	8,628	8,733	990	13%

Table 7
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
TOWSON UNIVERSITY

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	22,923	23,130	23,246	23,362	23,479	23,596	23,714	23,833	23,952	24,072	24,192	1,269	5.5%
Undergraduate Total	19,818	20,009	20,109	20,210	20,311	20,413	20,515	20,617	20,721	20,824	20,928	1,110	5.6%
Full-time	17,350	17,528	17,616	17,704	17,792	17,881	17,971	18,061	18,151	18,241	18,333	983	5.7%
Part-time	2,468	2,481	2,494	2,506	2,519	2,531	2,544	2,557	2,569	2,582	2,595	127	5.1%
Grad./First Prof. Total	3,105	3,121	3,136	3,152	3,168	3,183	3,199	3,216	3,231	3,248	3,264	159	5.1%
Full-time	1,035	1,036	1,036	1,041	1,046	1,051	1,056	1,061	1,066	1,071	1,076	41	4.0%
Part-time	2,070	2,085	2,100	2,110	2,122	2,132	2,143	2,154	2,165	2,177	2,188	118	5.7%
FTDE or FTNE Students	14,767	14,900	14,975	15,050	15,125	15,201	15,277	15,353	15,430	15,507	15,584	817	5.5%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	19,050	19,145	19,241	19,337	19,434	19,531	19,629	19,727	19,825	19,925	20,024	974	5.1%

Table 8
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Baltimore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	5,041	4,808	4,900	4,951	5,048	5,151	5,243	5,313	5,369	5,419	5,458	417	8.3%
Undergraduate Total	2,569	2,418	2,448	2,468	2,524	2,589	2,646	2,692	2,725	2,752	2,767	198	7.7%
Full-time	1,470	1,384	1,395	1,394	1,426	1,450	1,482	1,495	1,512	1,514	1,522	52	3.5%
Part-time	1,099	1,034	1,053	1,074	1,098	1,139	1,164	1,197	1,213	1,238	1,245	146	13.3%
Grad./First Prof. Total	2,472	2,390	2,452	2,483	2,524	2,562	2,597	2,621	2,644	2,667	2,691	219	8.9%
Full-time	1,039	1,004	1,030	1,043	1,035	1,050	1,052	1,062	1,058	1,067	1,076	37	3.6%
Part-time	1,433	1,386	1,422	1,440	1,489	1,512	1,545	1,559	1,586	1,600	1,615	182	12.7%
FTDE or FTNE Students	1,337	1,275	1,300	1,313	1,339	1,366	1,391	1,409	1,424	1,437	1,445	108	8.1%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students[1]	3,310	3,399	3,381	3,391	3,433	3,503	3,548	3,576	3,587	3,593	3,570	260	7.9%

Table 9
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	6,777	6,764	6,775	6,754	6,764	6,758	6,762	6,762	6,769	6,779	6,779	2	0.0%
Undergraduate Total	909	931	922	922	922	922	922	922	922	922	922	13	1.4%
Full-time	702	729	721	721	721	721	721	721	721	721	721	19	2.7%
Part-time	207	202	201	201	201	201	201	201	201	201	201	-6	-2.9%
Grad./First Prof. Total	5,868	5,833	5,853	5,832	5,842	5,836	5,840	5,840	5,847	5,857	5,857	-11	-0.2%
Full-time	4,500	4,639	4,606	4,578	4,573	4,555	4,543	4,533	4,528	4,528	4,528	28	0.6%
Part-time	1,368	1,194	1,247	1,254	1,269	1,281	1,297	1,307	1,319	1,329	1,329	-39	-2.9%
FTDE or FTNE Students	6,781	6,738	6,748	6,720	6,772	6,777	6,766	6,764	6,760	6,763	6,770	-11	-0.2%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	6,832	6,842	6,808	6,850	6,855	6,844	6,842	6,838	6,841	6,848	6,848	16	0.2%

Table 10
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, Baltimore County

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 to Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	13,767	13,918	14,140	14,365	14,549	14,736	14,926	15,059	15,193	15,330	15,469	1,702	12.4%
Undergraduate Total	11,260	11,329	11,499	11,672	11,789	11,906	12,025	12,086	12,146	12,207	12,268	1,008	9.0%
Full-time	9,623	9,675	9,820	9,967	10,067	10,167	10,269	10,320	10,372	10,424	10,476	853	8.9%
Part-time	1,637	1,655	1,680	1,705	1,722	1,739	1,757	1,765	1,774	1,783	1,792	155	9.5%
Grad./First Prof. Total	2,507	2,589	2,641	2,693	2,761	2,830	2,901	2,973	3,047	3,124	3,202	695	27.7%
Full-time	1,205	1,245	1,248	1,251	1,254	1,256	1,258	1,260	1,262	1,263	1,264	59	4.9%
Part-time	1,302	1,343	1,392	1,442	1,506	1,573	1,642	1,713	1,785	1,860	1,937	635	48.8%
FTDE or FTNE Students	10,044	10,050	10,207	10,367	10,491	10,617	10,744	10,827	10,911	10,997	11,083	1,039	10.3%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 to FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	11,324	11,509	11,690	11,873	12,015	12,159	12,306	12,401	12,498	12,596	12,695	1,372	12.1%

Table 11
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland, College Park

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	41,200	41,375	41,075	40,625	40,350	40,350	40,300	40,325	40,325	40,300	40,325	-875	-2.1%
Undergraduate Total	30,762	30,975	30,700	30,250	30,000	30,000	29,950	29,975	30,000	29,975	30,000	-762	-2.5%
Full-time	28,501	28,725	28,450	28,025	27,800	27,800	27,775	27,800	27,800	27,775	27,800	-701	-2.5%
Part-time	2,261	2,250	2,250	2,225	2,200	2,200	2,175	2,175	2,200	2,200	2,200	-61	-2.7%
Grad./First Prof. Total	10,438	10,400	10,375	10,375	10,350	10,350	10,350	10,350	10,325	10,325	10,325	-113	-1.1%
Full-time	7,977	7,880	7,855	7,855	7,840	7,840	7,840	7,840	7,825	7,825	7,825	-152	-1.9%
Part-time	2,336	2,400	2,400	2,400	2,390	2,390	2,390	2,390	2,380	2,380	2,380	44	1.9%
Vet Med	125	120	120	120	120	120	120	120	120	120	120	-5	-4.0%
FTDE or FTNE Students													

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	34,250	34,250	34,000	33,750	33,500	33,500	33,500	33,500	33,500	33,500	33,500	-750	-2.2%

Table 12
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
University of Maryland Eastern Shore

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	3,199	3,138	3,182	3,226	3,271	3,316	3,362	3,409	3,457	3,505	3,554	355	11.1%
Undergraduate Total	2,603	2,553	2,585	2,617	2,650	2,683	2,717	2,751	2,785	2,820	2,855	252	9.7%
Full-time	2,360	2,315	2,344	2,373	2,403	2,433	2,463	2,494	2,525	2,557	2,589	229	9.7%
Part-time	243	238	241	244	247	250	253	256	260	263	266	23	9.5%
Grad./First Prof. Total	596	585	597	609	621	633	646	659	672	685	699	103	17.3%
Full-time	370	363	370	378	385	393	401	409	417	425	434	64	17.2%
Part-time	226	222	226	234	243	251	260	269	278	288	298	72	31.9%
FTDE or FTNE Students	2,786	2,733	2,767	2,802	2,837	2,872	2,908	2,944	2,981	3,019	3,056	270	9.7%

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	2,942	2,979	3,016	3,054	3,092	3,131	3,170	3,209	3,249	3,290	3,331	389	13.2%

Table 13
UNIVERSITY SYSTEM OF MARYLAND
ENROLLMENT PROJECTIONS
Univeristy of Maryland University College

FALL SEMESTER

Fall Student Data	Actual	Fall Headcount Projections										Change From Fall 2018 - Fall 2028	
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	Number	Percent
Headcount Total	60,603	61,209	61,821	62,439	63,064	63,694	64,331	64,975	65,624	66,281	66,943	6,340	10.5%
Undergraduate Total	47,253	47,726	48,203	48,685	49,172	49,663	50,160	50,662	51,168	51,680	52,197	4,944	10.5%
Full-time	9,607	9,703	9,800	9,898	9,997	10,097	10,198	10,300	10,403	10,507	10,612	1,005	10.5%
Part-time	37,646	38,022	38,403	38,787	39,175	39,566	39,962	40,362	40,765	41,173	41,585	3,939	10.5%
Grad./First Prof. Total	13,350	13,484	13,618	13,755	13,892	14,031	14,171	14,313	14,456	14,601	14,747	1,397	10.5%
Full-time	97	98	99	100	101	102	103	104	105	106	107	10	10.5%
Part-time	13,253	13,386	13,519	13,655	13,791	13,929	14,068	14,209	14,351	14,495	14,640	1,387	10.5%
FTDE or FTNE Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

FISCAL YEAR Full-Time Equivalent (FTE)

	Est.	Fiscal Year FTE Projections										Change From FY 2019 - FY 2029	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	Number	Percent
Total University FTE Students	36,639	37,009	37,379	37,753	38,131	38,512	38,897	39,286	39,679	40,076	40,476	3,837	10.5%

USM Enrollment Projections

Board of Regents Finance Committee
March 27, 2019

University System of Maryland

Outline

Short-term Enrollment Plan
- Institutions expecting growth
- Institutions expecting stable enrollment
- Institutions expecting decreases

National and Statewide Trends
- Maryland student migration
- WICHE estimates HS graduates

USM Long-Term Enrollment Projections
- Institutions planning long-term growth
- Institutions planning long-term stability
- Institutions planning long-term decreases

Summary

Short-Term Enrollment Plan
+1,100 for Fall 2019

University System of Maryland

Institutions Planning One-Year Growth

- Bowie + 85 -- Same input; some retention; some RHEC growth
- Frostburg +71 – Same input; some retention; some RHEC growth
- Salisbury +133 – Increase input; some RHEC growth
- Towson + 207 –Increase input; some RHEC growth
- UMBC +151 – Increase input; some RHEC growth
- UMCP +175 – No plan/yield dependent; some RHEC growth
- UMUC +606– new student growth in new markets

Institutions Planning Stable Enrollment

- Coppin – maintain new enrollment successes and sustain retention.
- UMB – no changes to enrollment plans

Institutions Planning Enrollment Recovery

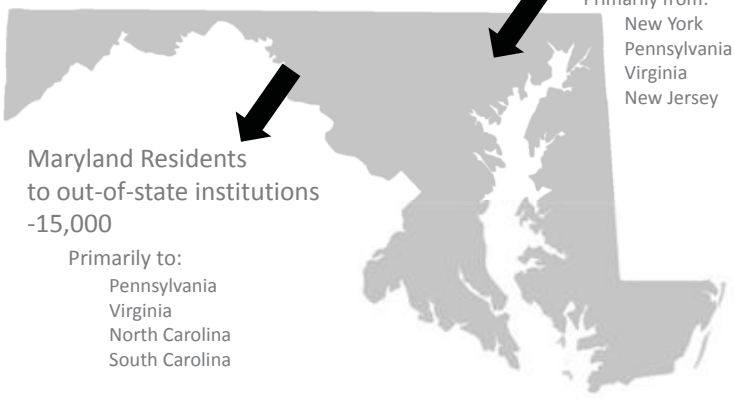
- UB (-233)
  Short-term decrease because preceding larger undergraduate cohorts are graduating and replaced by smaller cohorts. There is some expected decrease in graduate student enrollment. UB is focused on rebalancing undergraduate enrollment between first-time and transfer students. Some graduate enrollment increase planned for next year.
- UMES (-61) – Short-term decrease because preceding larger undergraduate cohorts are graduating and were replaced by substantially smaller cohorts. Institutional focus on rebuilding a sustainable new enrollment pipeline and increasing retention.

Future Trends

Maryland is Net Exporter

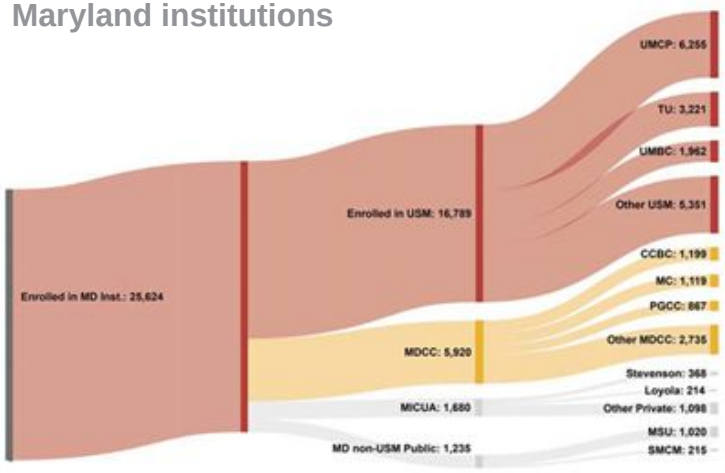
What is the trend for Maryland?

From out-of-state to Maryland Institutions
+8,000
Primarily from:
New York
Pennsylvania
Virginia
New Jersey

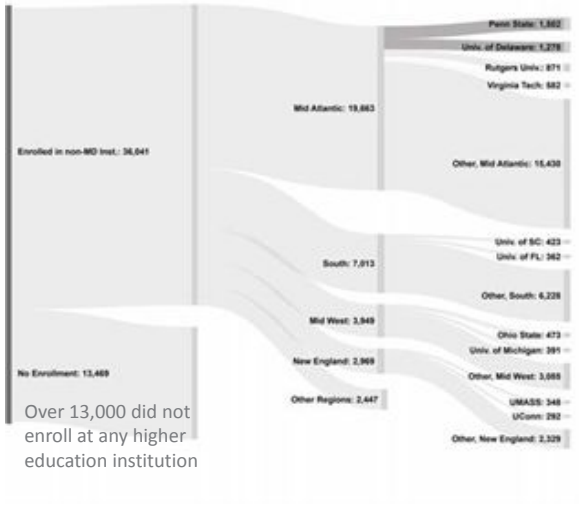


Maryland Residents
to out-of-state institutions
-15,000
Primarily to:
Pennsylvania
Virginia
North Carolina
South Carolina

Of 75,000 applicants for first-time admission, a subset of 25,624 (34%) enrolled in Maryland institutions



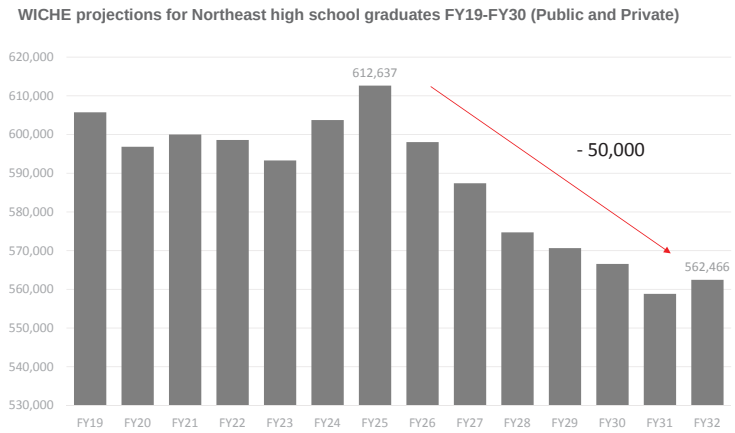
Of 75,000 applicants for first-time admission, a subset of 36,041 enrolled in out-of-state institutions



Over 13,000 did not enroll at any higher education institution

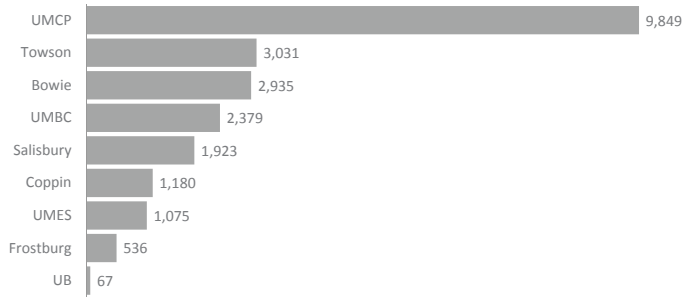
University System of Maryland

High School Graduates in the Northeast Region (Primary Location of In-Migration)



University System of Maryland

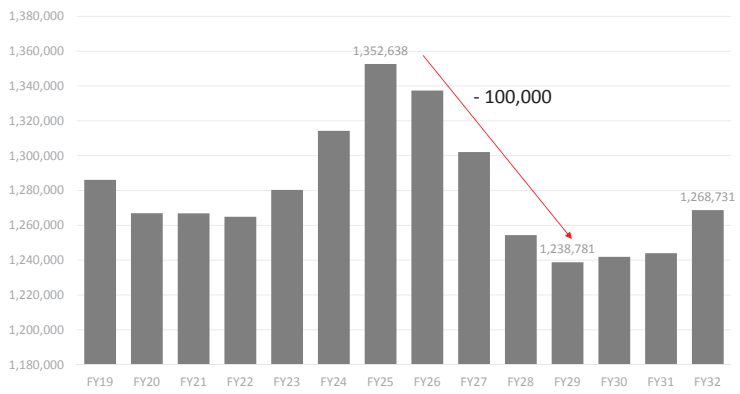
Applicants by USM Institution— Students that Enrolled in Non-Maryland Mid-Atlantic Institutions



University System of Maryland

High School Graduates in the South Region (Primary Location for Out-Migration)

WICHE projections for Southern high school graduates FY19-FY30 (Public and Private)



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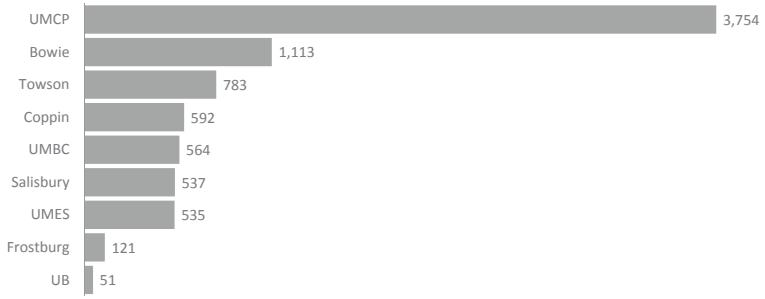
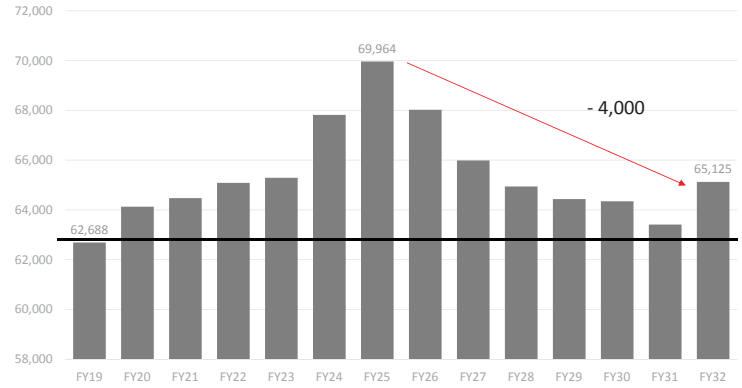
Applicants by USM Institution— Students that Enrolled in Southern Institutions



University System of Maryland

Potential Maryland High School Graduates

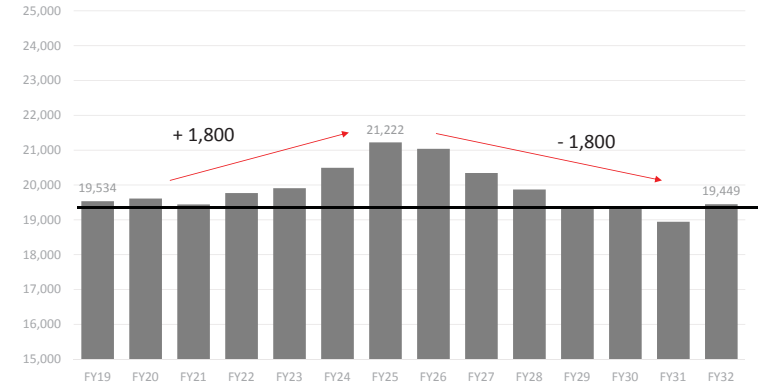
WICHE Projections for Maryland's high school graduates FY19-FY30 (Public and Private)



University System of Maryland

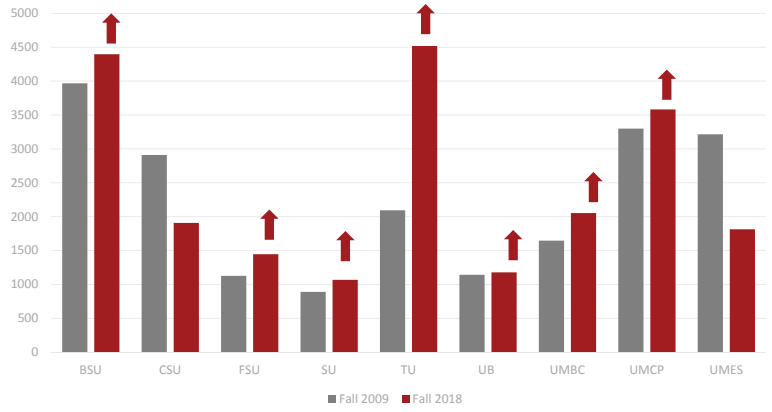
Potential Maryland High School Graduates – African-American

WICHE Projections for Maryland's African-American high school graduates FY19-FY30 (Public and Private)



University System of Maryland

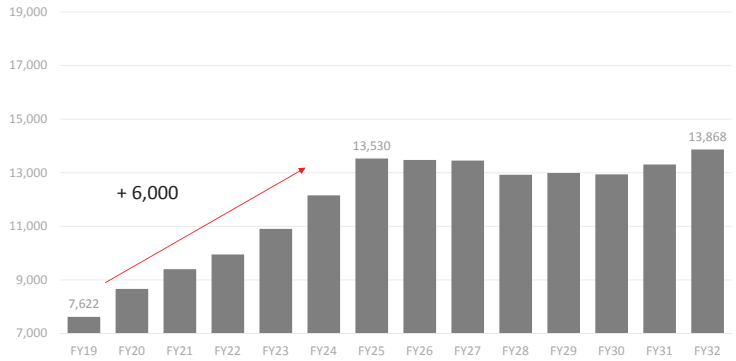
Change in African-American Undergraduate Enrollment at Traditional Campuses



University System of Maryland

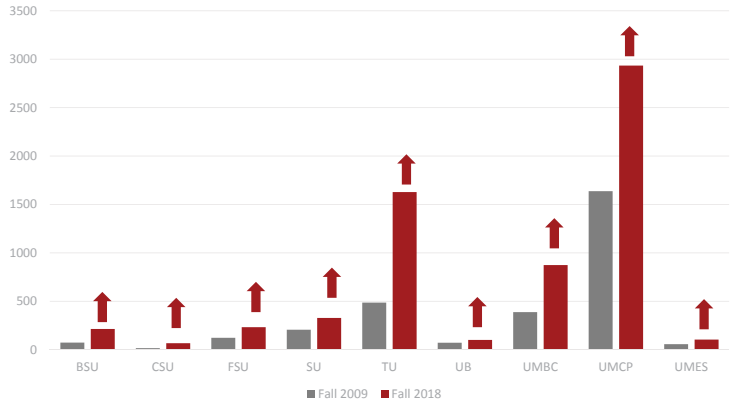
Potential Maryland High School Graduates – Hispanic/Latino

WICHE Projections for Maryland's Hispanic/Latino high school graduates FY19-FY30 (Public and Private)



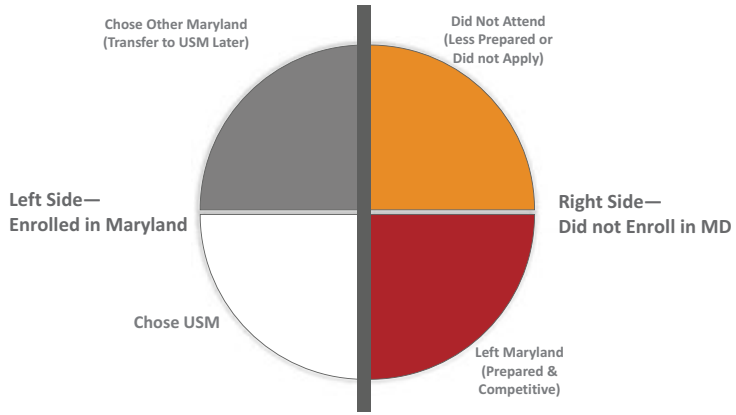
University System of Maryland

Change in Hispanic Undergraduate Enrollment at Traditional Campuses (Doubled)



University System of Maryland

USM Must Cut the Pie Differently by Developing New Pipelines to Increase/Sustain Maryland Enrollment



*Pie graph for illustrative purposes only. Actual percentage of Maryland high school graduates varies.

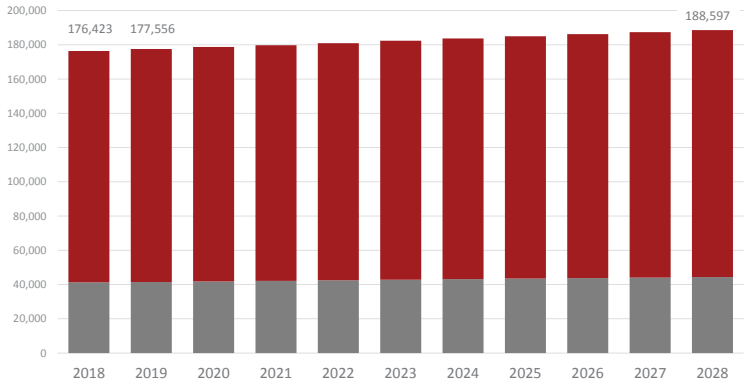
Trends Summary

- In the near-term, high school students are increasing and graduates are expected to decrease in the long-term
- Because Maryland is a net-exporter with a very diverse high school graduate population, the change in the number of high school graduates produced in competitive regions will impact USM institutional yield.
- Combined, the South and Northeast will decrease 150,000 high school graduates between 2025-2030 potentially increasing demand for Maryland high school graduates.
- Maryland will produce at least 62,000 per year;
  - African-American will be remain approximately steady
    - USM traditional institutions have increased enrollment of African-American students
  - Hispanic graduates will increase while white graduates decrease
    - USM traditional institution have doubled enrollment of Hispanic students

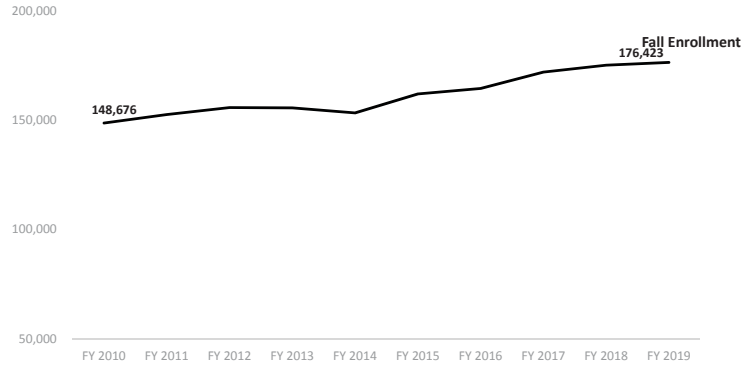
USM institutions must secure the Maryland high school market share (2020-2025) and hold the market share when competition increases after 2025

Long-Term Enrollment Plan +11,656 by Fall 2028

Campuses' plans call for +11,656 students

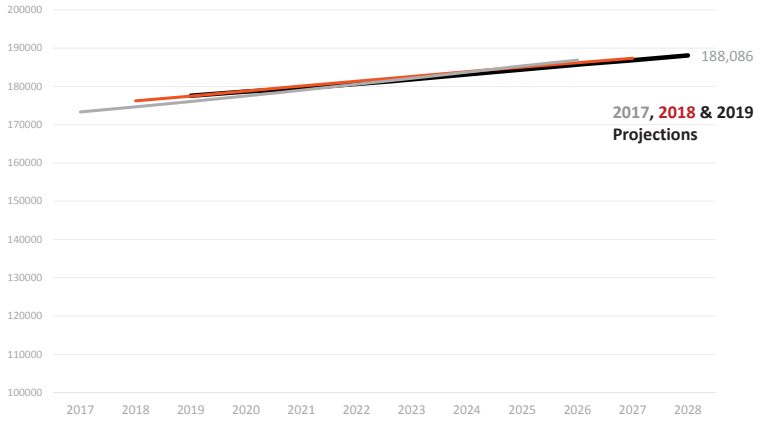


USM Grew at a Modest Rate FY 2010-FY 2019



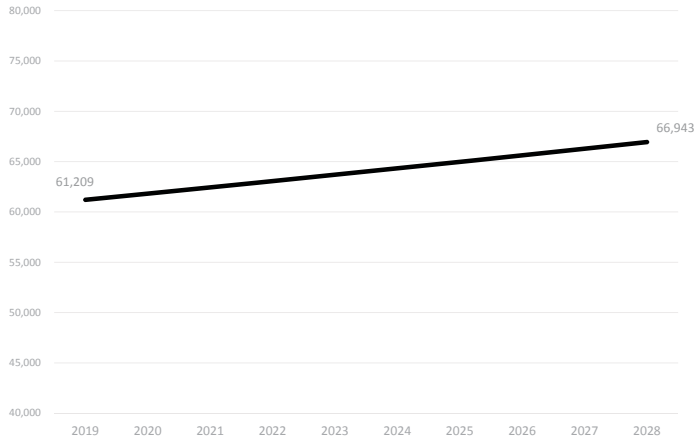
University System of Maryland

USM Continues a Conservative Growth Plan with a Modest Rate of Increase



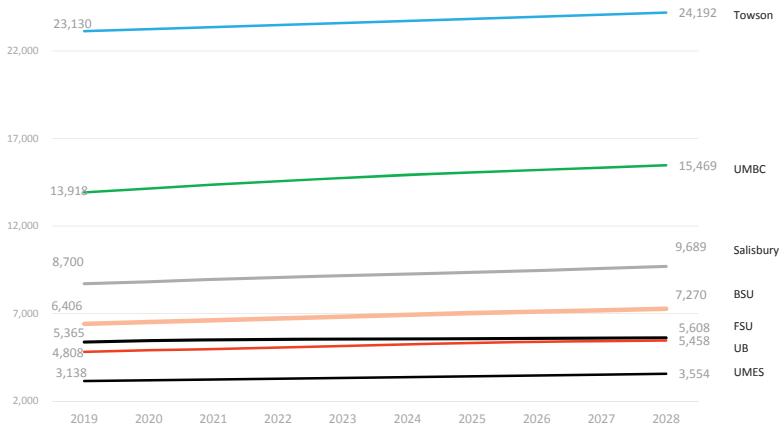
University System of Maryland

UMUC Growth Plan: +6,340



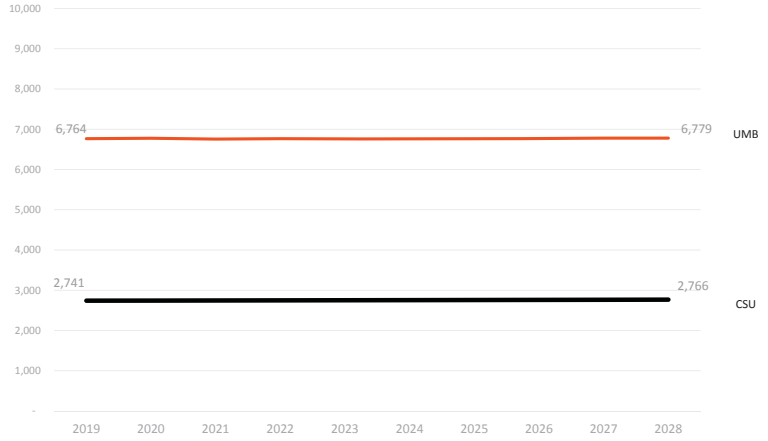
University System of Maryland

Traditional USM Institutions with Modest Growth Plans: +6,128

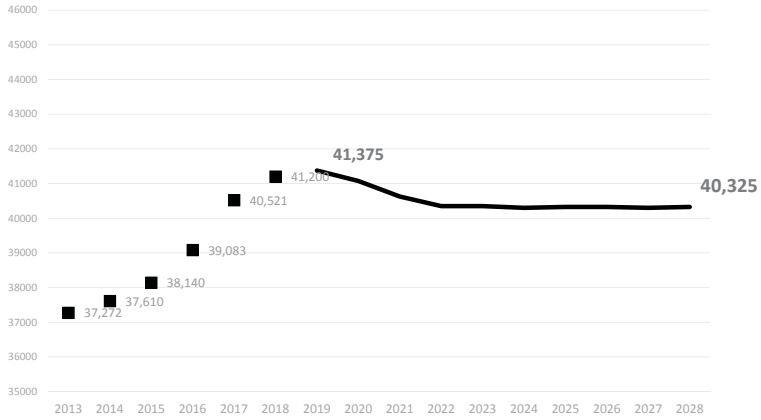


University System of Maryland

Traditional USM Institutions Planning Stability



After Years of Constant Growth, UMCP is Planning a Long-Term Decrease



Path to 2028
+11,656 Students and +8,021 FTE

Traditional Campuses:

- Undergraduate Retention Increases – +3,000 to 3,500
- First-time students– +500 to 1,000
- Total Transfers (MDCC and Other)— +1,500
- Some New Graduate Student Increases -- +800

UMUC Growth—50/50 increased retention and modest new student increases

Regional Center Growth +800 FTE by 2025

Enrollment Plan Summary

In the short-term:

- USM is planning to grow 1,100 students. This includes institutions planning short-term decreases.

Trends:

- Maryland is a net-exporter that sends students out-of-state in the Mid-Atlantic and South regions.
  - 2020-2025: High school graduates increasing and more diverse
  - After 2025: High school graduates are expected to decline in the Northeast and South
- USM institutions' enrollment management plans are focused on securing an increased market share (2020-2025) and maintaining market share of Maryland high school graduates after 2025.

In the long-term:

- USM is planning modest and sustainable growth (+11,656).
- UMUC's planned growth accounts for half of the USM growth. Towson, UMBC, Salisbury, Bowie, UMES, Frostburg and UB planned modest growth that will account for the other half of USM's growth.
- Coppin and UMB are planning stable campus size.
- UMCP will decrease enrollment.

Questions and Comments

Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
cmuntz@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Self-Support Charges and Fees for FY 2020

COMMITTEE: Finance Committee

DATE OF COMMITTEE MEETING: March 27, 2019

SUMMARY: The procedure for approving student-related tuition, fees, and charges is a two part process. This item involves the approval of room, board, and parking rates.

Proposed increases in the typical annual dormitory charge are listed below:

$7,425 to $7,755	4.4%	University of Maryland, College Park
$5,590 to $5,758	3.0%	Bowie State University
$7,264 to $7,446	2.5%	Towson University
$5,405 to $5,514	2.0%	University of Maryland Eastern Shore
$4,882 to $5,274	8.0%	Frostburg State University
$5,985 to $5,985	0.0%	Coppin State University
$6,880 to $6,950	1.0%	Salisbury University
$7,050 to $7,234	2.6%	UMBC

To accommodate the variation in the beginning dates of its academic programs, University of Maryland, Baltimore charges a daily rate. Their FY 2020 rate for a one bedroom apartment will be $38.52 (no increase is proposed). Frostburg's increase is due to a multi-year plan to provide upgrades to the residence halls that have not yet been renovated and the construction of a new Residence Hall.

The percent increases for board range from an increase of 2.5% at University of Maryland, College Park to an increase of 6.0% at Coppin State University (CSU). The increase at CSU is related to the estimated cost increase from a new dining services contract.

ALTERNATIVE(S): The expenditures planned for each self-supported activity are based on the revenue produced from the schedule of charges. A decrease in the charge structure would require a corresponding decrease in planned expenditures

FISCAL IMPACT: The proposed charges and fees are determined to be the amount required to produce the revenue for the individual activities to operate on a viable fiscal basis without accumulating a deficit or postponing required expenditures to a future year.

CHANCELLOR'S RECOMMENDATION: That Finance Committee recommend that the Board of Regents approve the proposed self-support charges and fees for FY 2020 as set forth in the attachment.

COMMITTEE RECOMMENDATION: RECOMMEND APPROVAL DATE: 3/27/19

BOARD ACTION: DATE:

SUBMITTED BY: Ellen Herbst (301) 445-1923

"*NOTE: Notwithstanding any other provision of this or any other University System of Maryland publication, the University System of Maryland reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the University System of Maryland institutions and the University System of Maryland Board of Regents.*"

C:\Users\lmcmann\Documents\HOME\LEM\BOR\2019 - 032719\FY 2020 Self Support fees.docx

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2020

	FY 2019	FY 2020	Change $	Change %
UMB				
ROOM AND BOARD				
HOUSING PER APARTMENT*				
PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	32.22	32.22	0.00	0.0%
1 BEDROOM	38.52	38.52	0.00	0.0%
2 BEDROOM-TOTAL	54.69	54.69	0.00	0.0%
2 BEDROOM-per person	27.34	27.34	0.00	0.0%
NEW RENOVATED PASCAULT ROW (Daily - includes utilities & fully furnished)				
EFFICIENCY	33.80	33.80	0.00	0.0%
1 BEDROOM	40.10	40.10	0.00	0.0%
2 BEDROOM-TOTAL	56.27	56.27	0.00	0.0%
2 BEDROOM-per person	28.92	28.92	0.00	0.0%
SPOUSE/DOMESTIC PARTNER (Flat Monthly Rate - includes utilities & fully furnished)**				
EFFICIENCY	200.00	200.00	0.00	0.0%
1 BEDROOM	200.00	200.00	0.00	0.0%
2 BEDROOM-TOTAL	200.00	200.00	0.00	0.0%
2 BEDROOM-per person	200.00	200.00	0.00	0.0%
DAILY STORAGE RATE	9.20	9.20	0.00	0.0%
PARKING				
STUDENTS				
DAILY LEXINGTON GARAGE	5.00	6.00	1.00	20.0%
LEXINGTON MARKET ROOF-MONTHLY	33.00	45.00	12.00	36.4%
MARKET CENTER PER SEMESTER	175.00	180.00	5.00	2.9%
MARKET CENTER - YEARLY	350.00	360.00	10.00	2.9%

*A daily-only rate is to accommodate the variation in the beginning dates of the academic programs. Resident contracts are still for the semester or the year.

UMCP				
ROOM AND BOARD				
ROOM*	7,425	7,755	330	4.4%
BOARD (POINT PLAN)	4,645	4,760	115	2.5%
PARKING FEE				
STUDENT - RESIDENT	607	649	42	6.9%
STUDENT - COMMUTER	314	336	22	7.0%

*The rate for a standard double room is $7,755. A surcharge may be applied for such items as a single room, a room with air conditioning, room with a private bath. A discount may apply for triple or quad rooms, double room without air conditioning or structural triple. See Appendix A for detail.

Bowie				
ROOM AND BOARD				
ROOM				
TOWERS				
DOUBLE	5,590	5,758	168	3.0%
SINGLE	6,015	6,195	180	3.0%
ALEX HALEY				
DOUBLE	6,578	6,775	197	3.0%
SINGLE	7,395	7,617	222	3.0%
QUAD	5,858	6,034	176	3.0%

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2020

	FY 2019	FY 2020	Change $	Change %
Bowie (cont.)				
ROOM				
TUBMAN & HOLMES				
DOUBLE	5,350	5,510	160	3.0%
SINGLE	5,807	5,981	174	3.0%
TRIPLE	4,801	4,945	144	3.0%
KENNARD				
DOUBLE	5,432	5,595	163	3.0%
SINGLE	5,889	6,065	176	3.0%
TRIPLE	4,870	5,016	146	3.0%
GOODLOE				
DOUBLE	6,345	6,535	190	3.0%
SINGLE	6,843	7,049	206	3.0%
ENCLAVE Apartments (Temporary)*	11,112	11,445	333	3.0%
BOARD				
GOLD 19 MEAL PLAN W/$175 FLEX**	4,326	0	N/A	N/A
GOLD 14 MEAL PLAN W/$200 FLEX**	4,326	0	N/A	N/A
GOLD 10 MEAL PLAN W/$225 FLEX**	3,796	0	N/A	N/A
GOLD 19 MEAL PLAN W/$200 FLEX**	0	4,700	N/A	N/A
GOLD 14 MEAL PLAN W/$225 FLEX**	0	4,700	N/A	N/A
GOLD 10 MEAL PLAN W/$275 FLEX**	0	3,850	N/A	N/A
CMRC 5 MEAL PLAN W/NO FLEX (CMRC Only)	0	1,680	N/A	N/A
CMRC 5 MEAL PLAN W/$100 FLEX (CMRC Only)	0	1,880	N/A	N/A
CMRC 7 MEAL PLAN W/NO FLEX (CMRC Only)	2,142	2,300	158	7.4%
CMRC 7 MEAL PLAN W/$50 FLEX (CMRC Only)**	2,242	0	N/A	N/A
CMRC 7 MEAL PLAN W/$150 FLEX (CMRC Only)**	0	2,600	N/A	N/A
COMMUTER 100 PLAN W/$200 FLEX	2,210	2,380	170	7.7%
COMMUTER 50 PLAN W/$300 FLEX**	1,540	0	N/A	N/A
COMMUTER 25 PLAN W/$175 FLEX**	850	0	N/A	N/A
COMMUTER 50 PLAN W/$175 FLEX**	0	1,360	N/A	N/A
COMMUTER 25 PLAN W/$140 FLEX**	0	790	N/A	N/A
SUMMER BLOCK 60 W/NO FLEX	494	535	41	8.3%
SUMMER BLOCK 30 W/NO FLEX	261	283	22	8.4%
PARKING FEE				
RESIDENT STUDENT	69	80	11	15.9%
FULL-TIME COMMUTER	68	73	5	7.4%
ONE SEMESTER ONLY	46	50	4	8.7%
TEMPORARY (per month)	29	35	6	20.7%

*Rate includes transportation from/to College Park and Bowie State University
** FLEX amounts changed based on student input

Notes:
1. CMRC stands for the Christa McAuliffe Residential Community
2. Bowie State current dining services contract ends June 30, 2019. Bowie is in the midst of revamping its dining services component.

Towson				
ROOM AND BOARD				
ROOM				
DOUBLE	7,264	7,446	182	2.5%
SINGLE	8,542	8,756	214	2.5%
TOWER C 3 person room*	N/A	5,956	N/A	N/A
9 month HOUSING MULTIPLE*	N/A	7,910	N/A	N/A
9 month HOUSING SINGLE*	N/A	9,302	N/A	N/A
PREMIUM HOUSING - BARTON & DOUGLASS	8,440	8,652	212	2.5%
TOWSON RUN				
EFFICIENCIES - 1 BEDROOM	8,988	9,212	224	2.5%
EFFICIENCIES - 2 BEDROOM	8,496	8,708	212	2.5%
EFFICIENCIES - 4 BEDROOM	7,158	7,336	178	2.5%

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2020

	FY 2019	FY 2020	Change $	Change %
Towson (cont.)				
ROOM AND BOARD				
APARTMENT - CARROLL & MARSHALL				
2 BEDROOM	10,352	10,610	258	2.5%
4 BEDROOM	10,148	10,402	254	2.5%
APARTMENT - MARRIOTT CONVERSION to 10 WEST**				
Tier One, Floors 2 - 5, convenience kitchen, meal plan required	8,988	8,708	-280	-3.1%
Tier Two, Floors 6 - 15 with full kitchen	10,664	9,706	-958	-9.0%
Tier Three (apartments 1409 & 1509)	10,770	9,886	-884	-8.2%
BOARD				
FLEXIBLE 5 MEAL PLAN WITH $400 ANNUAL FOOD POINTS	2,550	2,650	100	3.9%
FLEXIBLE 10 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	4,710	4,900	190	4.0%
FLEXIBLE 14 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	5,200	5,400	200	3.8%
FLEXIBLE 19 MEAL PLAN WITH $100 ANNUAL FOOD POINTS	5,770	6,000	230	4.0%
FLEXIBLE UNLIMITED MEAL PLAN WITH $100 ANNUAL FOOD POINTS	6,190	6,400	210	3.4%
BOARD				
BLOCK 25 MEAL PACKAGE WITH $75 IN FOOD POINTS	380	395	15	3.9%
BLOCK 50 MEAL PACKAGE WITH $75 IN FOOD POINTS	625	650	25	4.0%
BLOCK 75 MEAL PACKAGE WITH $75 IN FOOD POINTS	855	885	30	3.5%
BLOCK 100 MEAL PACKAGE WITH $75 IN FOOD POINTS	1,060	1,100	40	3.8%
PARKING FEE				
STUDENTS	356	370	14	3.9%
SEMESTER/STUDENT	204	212	8	3.9%

*Additional housing options are being proposed in response to student requests.
**Apartments in 10 West are being converted to multiple occupancy so the rate structure has been revised.

UMES				
ROOM AND BOARD				
ROOM				
TRADITIONAL DOUBLE	5,405	5,514	109	2.0%
TRADITIONAL SINGLE	6,296	6,422	126	2.0%
APARTMENT SINGLE (Non-Efficiency)	6,354	6,482	128	2.0%
TRADITIONAL DOUBLE (Semi-Private Bath)	5,558	5,670	112	2.0%
APARTMENT DOUBLE (Efficiency)*	6,163	N/A	N/A	N/A
APARTMENT SINGLE (Efficiency)	6,563	6,695	132	2.0%
APARTMENT SINGLE PRIVATE BATH (Efficiency)	6,748	6,883	135	2.0%
APARTMENT SINGLE LEASE (Efficiency & Laundry)	6,932	7,071	139	2.0%
HAWK PLAZA - APARTMENT EFFICIENCY SINGLE	7,117	7,260	143	2.0%
BOARD				
19 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,459	4,571	112	2.5%
14 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	4,235	4,341	106	2.5%
10 MEAL PLAN WITH $150 ANNUAL FOOD POINTS	3,455	3,542	87	2.5%
5 MEAL PLAN (COMMUTERS ONLY)	1,760	1,805	45	2.6%
PARKING FEE				
STUDENTS	60	60	0	0.0%

*Option is no longer offered

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2020

	FY 2019	FY 2020	Change $	Change %
Frostburg				
ROOM AND BOARD				
ROOM				
DOUBLE				
PLAN 1 (OLDER DORMS)	4,882	5,274	392	8.0%
PLAN 2 (NEWER DORMS)	5,002	5,404	402	8.0%
SINGLE				
PLAN 1 (OLDER DORMS)	6,460	6,978	518	8.0%
PLAN 2 (NEWER DORMS)	7,012	7,574	562	8.0%
BOARD				
15 MEALS WITH $50 FLEX	5,200	5,384	184	3.5%
GOLD PLAN WITH $200 BONUS BUCKS	4,846	5,018	172	3.5%
SILVER PLAN WITH $100 BONUS BUCKS	4,516	4,676	160	3.5%
14 MEALS WITH $125 FLEX	5,200	5,384	184	3.5%
14 MEALS PER WEEK, $100 BONUS BUCKS	4,330	4,482	152	3.5%
12 MEALS PER WEEK, $250 BONUS BUCKS	4,494	4,652	158	3.5%
PARKING FEE				
STUDENTS - COMMUTER	40	40	0	0.0%
Coppin				
ROOM AND BOARD				
ROOM				
TRIPLE	4,596	4,596	0	0.0%
DOUBLE	5,985	5,985	0	0.0%
SINGLE	6,274	6,274	0	0.0%
BOARD*				
BRONZE ANYTIME DINING PLAN ($75 DINING $s)	4,116	4,364	248	6.0%
SILVER ANYTIME DINING PLAN ($150 DINING $s)	4,288	4,546	258	6.0%
GOLD ANYTIME DINING PLAN ($200 DINING $s)	4,405	4,670	265	6.0%
PARKING FEE				
STUDENTS	90	68	-22	-24.4%
University of Baltimore				
PARKING FEE				
STUDENTS - semester - unlimited parking	299	299	0	0.0%

*Coppin is currently reviewing RFP's for its dining services contract for the coming year. The final award is expected in May. The 6% increase is an estimate. Coppin will return to the Board if necessary for further approval.

UNIVERSITY SYSTEM OF MARYLAND
ADJUSTMENTS TO SELF-SUPPORT CHARGES AND FEES FOR FY 2020

	FY 2019	FY 2020	Change $	Change %
Salisbury				
ROOM AND BOARD				
ROOM (9 month)				
SINGLE				
APARTMENT STYLE (DV, CP)	7,420	7,420	0	0.0%
APARTMENT STYLE (SG 4x2)*	0	8,100	N/A	N/A
SUITE (NA, MK, PO, WI,CR, CK, SV)	7,720	8,020	300	3.9%
SUITE (St. Martin)	7,130	7,200	70	1.0%
DOUBLE				
APARTMENT STYLE (CP)	6,880	6,950	70	1.0%
SUITE (NA, MK, PO, WI, CR, CK. SV)	6,950	7,160	210	3.0%
SUITE (St. Martin)	6,430	6,500	70	1.1%
TRIPLE				
SUITE (CR, CK, SV)**	5,290	5,800	510	9.6%
ROOM (12 month)				
1 BEDROOMS & 1 BATHROOMS	8,930	9,020	90	1.0%
2 BEDROOMS & 2 BATHROOMS	8,880	8,970	90	1.0%
4 BEDROOMS & 4 BATHROOMS	8,820	8,910	90	1.0%
4 BEDROOMS & 2 BATHROOMS	8,450	8,530	80	0.9%
2 BEDROOMS & 1 BATHROOMS	8,490	8,580	90	1.1%
BOARD				
EVERYTHING (includes $250 dining dollars per semester)	5,000	5,200	200	4.0%
200 MEALS PLUS (200 meals+$500 dining dollars per semester)***	4,800	0	N/A	N/A
200 MEALS PLUS (200 meals+$400 dining dollars per semester)***	0	4,800	N/A	N/A
125 MEALS PLUS (125 meals+$350 dining dollars per semester)	3,350	3,400	50	1.5%
75 MEALS PLUS (75 meals+$300 dining dollars per semester)	2,200	2,300	100	4.5%
45 MEALS PLUS (45 meals+$100 dining dollars per semester)	1,200	1,250	50	4.2%
PARKING FEE				
STUDENTS	75-110	75-110	0	0.0%

* Pilot Program: Sea Gull Square 9-month 4 bedroom/2 bathroom apartment for freshman

** The triple room rate has not increased significantly in the past, but has become a sought after option for students based on the large size of the room and the dedicated bathroom. There are only 45 beds (15 rooms) in this configuration.

*** This meal plan is not increasing in price. Based on FY19 fall data, it was determined that reducing the dining dollars to $400 per semester would not adversely affect students and would allow the price for the plan to stay the same for FY20. This is SU's most popular plan with over 30% of students choosing this meal plan option.

UMBC				
ROOM AND BOARD				
ROOM				
RESIDENCE HALLS	7,050	7,234	184	2.6%
RESIDENCE APARTMENTS AND SUITES (9 MONTH)	7,310	7,500	190	2.6%
RESIDENCE HALLS (9 MONTH)	7,310	7,500	190	2.6%
RESIDENCE HALLS TRIPLE/QUAD	4,968	5,092	124	2.5%
BOARD				
UNLIMITED MEAL PLAN	4,646	4,766	120	2.6%
SAVVY 16	4,648	4,766	118	2.5%
TERRIFIC 12	4,014	4,116	102	2.5%
SUPER 225	4,204	4,310	106	2.5%
FLEXIBLE 14 MEAL PLAN	5,078	5,208	130	2.6%
FLEXIBLE 10 MEAL PLAN	4,262	4,370	108	2.5%
OTHER AUXILIARY FEES				
NETWORK AND COMMUNICATION FEE				
ALL COMMUNITIES	350	350	0	0.0%

Appendix A

UMCP

Room Fee Structure Detail

(in $ unless noted)

	Traditional w/out AC		Traditional with AC		New Traditional		Semi-Suite		Suite		Apartment	
	FY 19	FY 20	FY 19	FY 20	FY 19	FY 20	FY 19	FY 20	FY 19	FY 20	FY 19	FY 20
Singe w/Bath	n/a	n/a	9,245	10,500	9,561	10,404	n/a	n/a	9,635	10,520	10,136	11,063
Double As Single - new rate		8,653	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Single	8,112	8,653	8,335	8,905	8,651	9,254	n/a	n/a	8,725	9,370	9,226	9,913
Double w/Bath	n/a	n/a	8,335	8,905	8,651	9,254	7,963	8,337	8,725	9,370	9,226	9,913
Double	7,202	7,503	7,425	7,755	7,741	8,104	n/a	n/a	7,815	8,220	8,316	8,763
Double requires Bunked Beds	6,302	6,565	6,497	6,786	n/a	n/a	n/a	n/a	6,838	7,193	7,277	7,668
Structural Triple/Quad w/Bath	7,392	7,903	7,593	8,130	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Structural Triple/Quad	6,482	6,753	6,683	6,980	n/a	n/a	n/a	n/a	7,033	7,398	7,484	7,887
Flex Triple/Quad	6,122	6,378	6,311	6,592	n/a	n/a	n/a	n/a	6,643	6,987	7,069	7,449

Notes:

Standard Room Rate = $ 7,755

Premiums:

Single Room	$ 1,150
Private Bath	$ 1,150
New Double	4.50%
Semi-Suite	7.50%
Suite	6.00%
Apartment	13.00%

Discounts:

Structural Triple	10.0%
Double requires Bunked Beds	12.5%
Flex Triple/Quad	15.0%

AC = air conditioning

UNIVERSITY SYSTEM of MARYLAND

Student Involvement Process
FY 2020 Self-Support Fees and Charges

University of Maryland, Baltimore

Ms. Laura Bozzi, Chair on behalf of the Student Fees Advisory Board and Stakeholders met with the Members of the Student Advisory Board on September 24, 2018. The current rate and changes were discussed and proposed increases were provided to the students.
Student were advised that proposed rate changes were based on increased maintenance costs, renovations, operating costs and would contribute towards lease and parking contractors cost increase.

Student Attendees: Ms. Jenny Afkinich, Ms. Marisa Booth, Ms. Laura Bozzi, Ms. Sammy Gurman, Ms. Kathryn Meader, Ms. Bella Onwumbiko, Ms. Julia Thayer, Ms. Deborah Woolford.

University of Maryland College Park

1. Room Rates

   The Directors of Resident Life and Residential Facilities engage the Residence Hall Association (RHA) and their respective advisory groups (ReLATE and ReFAB) in a review of the student fee proposal annually. The Directors present the fee request to the 54-member RHA Senate normally in the month of January and respond to any questions or concerns at that meeting. The Directors will then meet with ReLATE and ReFAB to further discuss the fee request and gain feedback. The advisory groups will develop a resolution for the RHA Senate meeting normally scheduled in the month of February . The membership of the RHA Senate can be found at http://marylandrha.umd.edu/RHA/Senate.aspx

   The two advisory groups, ReLATe and ReFAB, develop a resolution for RHA regarding the proposed fee increase. The RHA Senate then votes on whether they endorse the fee request. Adjustments to the fees can be made at any time during the process.

2. Board Rates

   The first step of the budget vetting process begins with the Dining Services Advisory Board (DSAB). DSAB is the Resident Hall Association's (RHA) standing committee on dining issues. During one of the regularly scheduled fall semester meetings, observations about general market conditions are shared by Dining Services and there is a review of the general trends in revenue and expenses for the department. During this meeting, Dining Services shares its preliminary estimate of the expected increase in the board rate.

   The second step of the budget vetting process occurs when the Director of Dining Services presents the proposed budget to the 54-member RHA Senate and responds to the questions and concerns raised. The membership of the Senate can be found at http://marylandrha.umd.edu/RHA/Senate.aspx

   The third and final step in the process is for the Director to meet with DSAB again in the spring semester to answer any additional questions about the proposal. The advisory board then develops a resolution for RHA regarding the fee increase and the RHA Senate then votes on whether they endorse the fee request or not. Adjustments to the fees can be made at any time during this process.

UNIVERSITY SYSTEM of MARYLAND

3. Parking Fees

The first step of the Department of Transportation Services (DOTS) budget vetting process is an ad hoc student leadership information session in order for DOTS and the student leaders to begin a dialog of concerns and issues related to the DOTS budget. These student leaders include members of the Student Government Association, Graduate Student Government and the Residence Hall Association.

The next step is to bring a draft of the proposed budget to the Campus Transportation Advisory Committee (CTAC). This is a Campus Senate appointed committee with representation from all members of the campus community. CTAC reviews the budget and ultimately makes their final recommendations to DOTS and the Vice President for Student Affairs.

Bowie State University

On December 6, 2018, the Vice President for Administration and Finance, Assistant Vice President, Vice President for Student Affairs, Assistant Budget Director and representatives from each of the various divisions met with the executive board members of Student Government Association (SGA) and Graduate Student Association (GSA) to discuss the proposed FY 2020 Tuition, Mandatory and Self-Supporting fee increases. During the meeting, students were able to review, pose questions and comment on the propose fees prior to the upcoming University Council meeting.

On December 11, 2018, the FY 2020 proposed Tuition, Mandatory and Self-Supporting fees were shared and discussed in detail with University Council, a shared-governance advisory board to the President. This group is comprised of membership from students, faculty and staff. The student leaders included on the University Council are the presidents and vice presidents of SGA, GSA and/or his/her designee. The University Council considered the input from each of the shared-governance groups and submitted the proposed fees along with any revisions to the President for final review and approval, prior to submission to USM for BOR approval.

Towson University

The Vice Presidents for Student Affairs and Administration and Finance, the Athletic Director, the Associate Vice Presidents for Auxiliary Services and Financial Affairs, the Interim Assistant Vice President for Housing and Residence Life, and the Director of Client Services for the Office of Technology Services presented to the SGA and the campus community, the reasons for the rate increases for the proposed tuition and student related fees for FY 20. The students asked questions about the rates and what they covered.

University of Maryland Eastern Shore

Name of student fee – Room and Board

Mr. Lester Primus, Vice President for Administration and Finance met with the Executive Members of the Student Government to discuss Room and Board Fees for FY 2020 on Monday, February 25, 2019. The current room and board charges were discussed and the proposed increases were provided to the students.

The students expressed their concerns regarding the room and board fees increases. The board plan was a particular issue. They agreed to working with the food service committee to address the concerns and issues of the students. The students were in support of the increases in the room and board fees, acknowledging that it would allow for improved services to the students.

Attendees: Mr. Lester Primus, Ms. Michelle Martin, Ms. Beatrice Wright, Mr. Valentino Anamelechi, Ms. Aja Harris, Mr. Jonathan Mitchell, Mr. Owanamie Davies

UNIVERSITY SYSTEM of MARYLAND

Frostburg State University

SGA's president and vice president are members of the University Advisory Council that meets monthly to discuss issues, including tuition/fees and room/board. Room and board rates for FY2020 were discussed during the March 1st UAC meeting.

Coppin State University

Dr. Michael Freeman, Vice President for Enrollment & Student Affairs, Reginald Love from Business Services, and Thomas Dawson, AVP Procurement & Business Services met with CSU's Student Government Association in late February to discuss the proposed Student Fee changes for fiscal year 2020.

Recommending no increase in room rates. Proposed increase for the board rates due to the possibility of a new food service vendor. Currently a committee is involved in the selection process for a food service provider. And they are looking into extending hours of operation for the dining hall. Lastly, recommending no increase in parking for FY2020. Student concerns with not enough student parking. Recommending space for 24hr student parking spaces. Meetings are being held with Business Services / Parking & Transportation to add additional student spaces and reducing faculty and staff reserved spaces (overflow lot for students).

Salisbury University

On February 19th, the Vice President of Administration and Finance, Marvin Pyles, attended the SGA Executive Committee Meeting to meet with the entire SGA Board to discuss the upcoming FY20 tuition and fees schedule. The Vice President of Student Affairs, Dane Foust, was also in attendance. The students were presented with a detailed overview of the entire proposed schedule, which included a 2% increase in undergraduate in-state tuition and a 3% increase in undergraduate out-of-state tuition. The overview also covered other self-support fees, such as room and board rates.

SGA members were provided the opportunity for questions and comments on the overall budget and rate proposals for next year. A question, and subsequent discussion about Student Activity Fees resulted in an adjustment of the proposed rates (the originally proposed $4 increase was reduced to a $2 increase, changing the fee from $128 to $130). No other specific concerns were expressed by the members in attendance regarding the proposed increases to tuition, mandatory fees and self-support fees.

The SGA asked for a similar presentation of the new schedule at the March 10 SGA Forum, which includes the broader group of students from all campus RSOs (Registered Student organizations). The SGA Forum consists of approximately 100 student leaders from across a broad spectrum of student led groups, including the SGA Executive Committee, the SGA Student Senate, and all student club/organization presidents and representatives. We will do so on March 10.

University of Maryland Baltimore County

Residential Life leadership met with the Resident Student Association (RSA) on February 13, 2019 to explain proposed increases in room and board rates. Approximately 25 students attended the meeting, including RSA officers, individual hall representatives, and other students. Students were advised that the proposed room rates were based on wage increases, maintenance project increases and building reserve funds. The proposed board rates are tied to an increase in the Consumer Price Index for "food away from home." The RSA members and others attending the meeting offered comments, asked questions and provided feedback. Feedback was shared with stakeholders. Overall, students did not express objections to the proposed increases.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: April 19, 2019

SUMMARY: The Open Meetings Act permits public bodies to close their meetings to the public in special circumstances outlined in §3-305 of the Act and to carry out administrative functions exempted by §3-103 of the Act. The Board of Regents will now vote to reconvene in closed session. As required by law, the vote on the closing of the session will be recorded. A written statement of the reason(s) for closing the meeting, including a citation of the authority under §3-305 and a listing of the topics to be discussed, is available for public review.

It is possible that an issue could arise during a closed session that the Board determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Board would reconvene in open session to discuss the open session topic or to vote to reconvene in closed session to discuss the additional closed session topic.

ALTERNATIVE(S): No alternative is suggested.

FISCAL IMPACT: There is no fiscal impact

CHANCELLOR'S RECOMMENDATION: The Chancellor recommends that the BOR vote to reconvene in closed session.

COMMITTEE ACTION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Denise Wilkerson, dwilkerson@usmd.edu, 301-445-1906	

REVISED

UNIVERSITY SYSTEM of MARYLAND

STATEMENT REGARDING CLOSING A MEETING
OF THE USM BOARD OF REGENTS

Date: April 19, 2019
Time: Approximately 12:00 p.m.
Location: The Elm, Ballroom A, University of Maryland, Baltimore

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STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1) To discuss:

[X] (i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or

[X] (ii) Any other personnel matter that affects one or more specific individuals.

(2) [ ] To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.

(3) [ ] To consider the acquisition of real property for a public purpose and matters directly related thereto.

(4) [ ] To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.

(5) [ ] To consider the investment of public funds.

(6) [ ] To consider the marketing of public securities.

(7) [X] To consult with counsel to obtain legal advice on a legal matter.

(8) [X] To consult with staff, consultants, or other individuals about pending or potential litigation.

(9) [ ] To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

(10) [ ] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:

(i) the deployment of fire and police services and staff; and

(ii) the development and implementation of emergency plans.

(11) [ ] To prepare, administer or grade a scholastic, licensing, or qualifying examination.

(12) [ ] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.

(13) [X] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.

(14) [ ] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

(15) [ ] To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:

(i) security assessments or deployments relating to information resources technology;

(ii) network security information, including information that is:

1. related to passwords, personal identification numbers, access codes, encryption, or other components of the security system of a governmental entity;

2. collected, assembled, or maintained by or for a governmental entity to prevent, detect, or investigate criminal activity; or

3. related to an assessment, made by or for a governmental entity or maintained by a governmental entity, of the vulnerability of a network to criminal activity; or

(iii) deployments or implementation of security personnel, critical infrastructure, or security devices.

Md. Code, General Provisions Article §3-103(a)(1)(i):

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

1. Meetings with Presidents Nowaczyk, Perman, and Schatzel as part of their performance reviews;
2. Discussion of plans for interim president at CSU;
3. Discussion of a strategic communications plan for the Board of Regents;
4. Update on a UMCP student matter;
5. Consult with counsel to obtain legal advice on a matter involving a potential claim against an institution;
6. Discuss a change in leadership of the Finance Committee;
7. Discuss implementation of the AGB assessment report;
8. Discussion of an individual's employment contract; and
9. Membership of UMCP and CSU president search committees.

REASON FOR CLOSING:

1. To maintain confidentiality of discussions regarding specific employees' performance evaluations (§3-305(b)(1)).
2. To maintain confidentiality of attorney-client communications (§ 3-305(b)(7)).
3. To discuss administrative matters concerning appointment of an interim president, BOR communication strategy, implementation of the AGB assessment report, BOR committee leadership, and establishment of presidential search committees for UMCP and CSU, (§3-103(a)(1)(i)).
4. To maintain confidentiality of discussion regarding an individual student-related matter that may result in litigation (§ 3-305(b)(8)) (§ 3-305(b)(13)).
5. To maintain confidentiality of discussions regarding an individual's employment contract §3-305(b)(1)).