

REVISED

BOARD OF REGENTS Building II - Bethesda/Gaithersburg Ballrooms Universities at Shady Grove

November 22, 2019

AGENDA FOR PUBLIC SESSION

8:30 A.M.

Call to Order Chair Gooden

Welcome from Universities at Shady Grove

Dr. Edelstein

Educational Forum – USM and MHEC: Cooperation and Challenges in Higher Education

Secretary James Fielder Maryland Higher Education Commission

Chancellor's Report (information)

Chancellor Caret

I. Report of Councils

a.	Council of University System Faculty	Dr. Kauffman
b.	Council of University System Staff	Dr. Shishineh
c.	University System of Maryland Student Council	Mr. Forrest
d.	Council of University System Presidents	Dr. Perman

2. Consent Agenda

Chair Gooden

- a. Committee of the Whole
 - i. Approval of meeting minutes from September 20, 2019 Public and Closed Sessions (action)
 - ii. Approval of meeting minutes from October 17, 2019 Closed Session (action)
- b. Committee on Audit
 - i. Approval of meeting minutes from October 30, 2019 Public and Closed Sessions (action)
 - ii. Proposed Revisions to the Committee on Audit Charter and Proposed Revisions to the Committee on Audit Bylaws (action)
- c. Committee on Education Policy and Student Life
 - i. Approval of meeting minutes from November 5, 2019 Public Session (action)
 - ii. New Academic Program Proposals (action)
 - I. University of Baltimore: Bachelor of Arts in Legal Studies
 - 2. University of Maryland, College Park: Bachelor of Arts and Bachelor of Science in Immersive Media Design

- University of Maryland, College Park: Bachelor of Arts in Religions of the Ancient Middle East
- 4. University of Maryland, College Park: Doctor of Public Health
- Report: Workload of the USM Faculty Academic Year 2018-2019 (information)
- iv. Report: Opening Fall 2019 Enrollments and FY 2020 Estimated FTE (information)
- v. Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission (action)
- vi. Update: William E. Kirwan Center for Academic Innovation (information)

d. Committee on Governance and Compensation

i. Approval of meeting minutes from September 12, 2019 Public and Closed Sessions (action)

e. Committee on Finance

- Approval of meeting minutes from September 12, 2019 Public and Closed Sessions (action)
- ii. University of Maryland Center for Environmental Science 2018 Facilities Master Plan Report (information)
- iii. Salisbury University: Real Property Acquisition (action)
- iv. Salisbury University: New Housing Complex (action)
- v. University System of Maryland: Amendment to the Forty-First Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds (action)
- vi. University of Maryland Eastern Shore: Increase in Authorization for Construction of an Agricultural Research and Education Center (action)
- vii. University of Maryland, College Park: Increase in Authorization for New Residence Halls (action)
- viii. University of Maryland, College Park: Increase in Authorization for North Campus Dining Hall Replacement (action)
- ix. Bowie State University: Increase in Authorization for Thurgood Marshall Library HVAC Renovation Project (action)
- x. University of Maryland, College Park: University of Maryland College Park Foundation, Inc. Right of Entry for Construction of the Basketball Performance Center (action)
- xi. University of Maryland, College Park: Information Regarding Replacing Videoboards and Audio System at Maryland Stadium and the Associated Control Equipment (information)

f. Committee on Advancement

- i. Approval of meeting minutes from September 25, 2019 Public and Closed Sessions (action)
- ii. Proposed Revisions to the Committee on Advancement Charge (action)
- iii. Year-to-date Fundraising Report (information)

3. Review of Items Removed from Consent Agenda

4. Committee Reports

a. Committee on Audit

Regent Fish

- i. Committee on Audit Update (information)
- ii. Proposed Board of Regents Policy on Enterprise Risk Management (action)
- iii. Proposed Board of Regents Policy on Crisis Management (action)
- b. Committee on Education Policy and Student Life

Regent Gourdine

- i. Report: Intercollegiate Athletics FY 2019 Academic Summary (information)
- c. Committee on Finance

Regent Attman

- University of Baltimore: Lease for the Baltimore City Police Academy (information)
- d. Committee on Governance and Compensation

Regent Rauch

- i. Draft Board of Regents Policy VI-1.00 Policy on Non-Discrimination and Equal Opportunity (action)
- e. Committee of the Whole

i. Update on Chancellor Search (information)

Chair Gooden

- ii. Update on Presidents' Searches (information)
 - Coppin State University

Regent Wallace

- 2. University of Maryland, College Park Regent Attman
- 5. Public Comment
- 6. Reconvene to Closed Session (action)

Chair Gooden



Friday, November 22, 2019 Report to the USM Board of Regents Chancellor Robert Caret AS DRAFTED

Thank you, Chair Gooden. Let me start by recognizing our newest regents: Geoff Gonella, President & Managing Director of Cornerstone Government Affairs, and Sam Malhotra, Chief Executive Officer of Subsystem Technologies, Inc. On behalf of the presidents and the entire USM, let me express our appreciation for your willingness to serve.

As you will recall, our September meeting was the first board of regents meeting that was live streamed in accordance with new legislation and our commitment to increased transparency. That is taking place again today, as it will with all future regularly scheduled meetings of the full board. In addition, the "Regents Newsletter" summary that Chair Gooden launched after that meeting—receiving very positive reviews—will be compiled again by the USM Office of Communications and Marketing and distributed by email soon after this meeting.

And of course, let me once again officially and formally congratulate **University of Maryland**, **Baltimore** (**UMB**) President Jay Perman on his selection to serve as the next Chancellor of the University System of Maryland. Returning to Maryland to lead the USM as Chancellor was a dream come true for me. I have every confidence that Jay will continue our progress across the system and strengthen our impact around the state.

Since we last met, there has been an incredible amount of activity. So much so that I am going to have to move through my report very quickly just to hit the highlights.

I will begin with our "host" institution, the **Universities at Shady Grove (USG)** and Executive Director Stewart Edelstein. As Stew just mentioned, there are a number of exciting things taking place here at USG and I have been pleased to take part in several of them. Just last month, Linda Gooden was inducted into the Montgomery County Business Hall of Fame here at Shady Grove. That annual event has now raised more than \$1.2 million in scholarship money for USG students over the past eight years! There was also a great USG profile in the *Washington Post*, as well as a wonderful opinion piece co-authored by Stew and Mike Knapp, Chairman of the USG Board of Advisors. And—of course—Chair Gooden and I were pleased to join Governor Hogan and other leaders from the public and private sector at the opening ceremony for the new Bioscience and Engineering facility earlier this month.

I commend the entire USG "family" on this progress. And special congratulations to Stew. As many of you know, Stew arrived at USG as Executive Director just as the very first students were graduating. That year, just a handful—maybe a few dozen—received diplomas. In the 20 years since, Stew has presided over more than 12,000 degrees issued. The Bioscience and Engineering facility will stand as a tremendous capstone to your legacy.

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Let me also take this opportunity to thank the commission I charged with looking at ways to strengthen the governance and financial models for USG to ensure its continued growth and vibrancy into the future. The commission members gave a lot of their time, held meetings and listening sessions to get community input, and used their experience and insight to focus on the future of USG. It was a hard task, but a thoughtful, deliberative, and comprehensive report will be delivered as required. Again, I thank the commission members.

While it has only been a few weeks since we last met, there has been no shortage of notable developments across the system.

Bowie State University (BSU) celebrated a groundbreaking for a new Entrepreneurial Living and Learning Community, a modern residence hall and entrepreneurship center. Scheduled to open in 2021, it will be home to the school's Entrepreneurship Academy and the Bowie Business Innovation Center. Also at Bowie, President Aminta Breaux announced a comprehensive partnership with Baltimore City Community College (BCCC) President Debra McCurdy to enable more BCCC students to transfer seamlessly to BSU to earn a four-year degree. In addition, thanks to a \$7 million grant from the U.S. Department of Education, Bowie will develop an innovative program to cultivate expert educators who design culturally relevant teaching strategies to meet the needs of students in high poverty areas.

The U.S. Department of Education also awarded **Frostburg State University** (**FSU**) a \$4 million grant for the Maryland Accelerates program, a partnership designed to increase the number of certified teachers in Maryland schools, especially in the Science, Technology, Engineering, and Mathematics (STEM) disciplines, and to provide a career path for established teachers to mentor new educators. In addition, FSU is one of only <u>10</u> higher education institutions nationally chosen by the American Association of State Colleges and Universities to participate in its new, one-year Global Civic Literacy Initiative to help students increase their knowledge of our global society and understand how global issues influence the lives of everyday citizens.

The National Technical Association (NTA), founded in 1925 by seven African American engineers and scientists to serve historically underrepresented STEM educators, held its 91st conference at **Coppin State University (CSU)** earlier this fall, with over 125 researchers and scholars in attendance. NTA is a leading technical association, offering professional development, mentoring, and recognitions to technical professionals in underserved populations.

University of Maryland Global Campus (UMGC) is teaming up with Amazon to advance information technology skills for the retailer's hourly employees. The initiative, designed to prepare employees for industry certifications in IT and associate degrees in related fields through the Amazon Career Choice Program, will launch in January.

Minnowtech, an aquaculture technology company co-founded by **University of Maryland Center for Environmental Sciences (UMCES)** graduate Suzan Shahresta, is the newest Maryland Momentum Fund investment, completing the company's \$600,000 seed funding round. In addition, UMCES and Maryland Sea Grant College have been awarded a \$2.5 million grant from the National Science Foundation (NSF) to help grow the number and diversity of students in the STEM fields.

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University of Maryland, Baltimore County's (UMBC) Cyber Defense Team, known as the Cyber Dawgs, emerged the national champion team in the U.S. Department of Energy's fifth annual CyberForce Competition. The Cyber Dawgs earned first place overall out of more than 100 teams from universities across the country. UMBC also received \$2.8 million from the NSF for a master's program to prepare a diverse environmental science workforce. In addition, earlier this month, the UMBC-designed Hyper-Angular Rainbow Polarimeter—or HARP—was launched to the International Space Station for release into orbit. HARP is designed to collect new kinds of data on tiny particles in the atmosphere, such as wildfire smoke, desert dust, and human-generated pollutants, to inform our understanding of climate and air quality.

This Spring, **Salisbury University's** (**SU**) Dr. Dean Kotlowski will make history as the <u>inaugural</u> holder of the Fulbright Professional Scholarship in American-Australian Alliance Studies. As part of his third Fulbright program, Kotlowski will be based at the Australian National University in Canberra. I also want to commend SU President Charles Wight and his team. In the wake of acts of racially and sexually charged vandalism, they met with students, faculty, and staff to discuss concerns about discrimination and safety on campus. Acting decisively, President Wight unveiled both immediate and longer-term actions to address these concerns. While acknowledging there is still much work to be done, Chuck and the entire SU campus are moving forward together.

In her fall address, **Towson University (TU)** President Kim Schatzel announced TU's new "StarTUp" project connecting campus entrepreneurs and the Greater Baltimore business community. StarTUp, part of the development of Towson's historic Armory building, will catalyze entrepreneurs and executives, connecting them to each other and to TU's programs and people. In addition, President Schatzel followed-up on a key priority she outlined when she arrived at Towson in 2016 to create a world-class faculty development center. Last month TU celebrated the opening of the Faculty Academic Center for Excellence at Towson, or FACET.

The **University of Baltimore** (**UB**) has been named a winner in the ALL IN Campus Democracy Challenge, a national campaign to encourage student participation in the election process. UB received the 2019 Best in Class Award for having the highest voting rate at a medium, public, four-year institution. In addition, UB's efforts in support of USM's B-Power initiative, which continues to strengthen and expand college and career opportunities for Baltimore City Public Schools students, have been recognized with a Campus-Community Partnership Award from Campus Compact Mid-Atlantic. UB also strengthened its ties with the city, with the Baltimore City Police Education and Training Center relocating to the campus.

UMB is also strengthening its connection to the surrounding West Baltimore community, hosting a ceremony—attended by Baltimore Ravens great, Pro Football Hall of Famer, and new UMB Foundation board member Ray Lewis—launching a brand-new Community Engagement Center. I would also like to note that the late Rep. Elijah E. Cummings, who was a large supporter of UMB's community engagement initiatives and an advocate for the West Baltimore community, was also honored at that ceremony.

At the **University of Maryland Eastern Shore** (**UMES**), Ayobami Ogunmolasuyi, a senior from Nigeria, has a full-ride graduate scholarship awaiting at Dartmouth after graduating in December. He'll be studying engineering science in the renowned Thayer School. UMES also had the honor of welcoming two <u>charter members</u> of the legendary Tuskegee Airmen, Col. Charles E. McGee and Dr. Harry Quinton, to share their wisdom and insights in celebration of Veterans' Day.

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Chair Gooden and I were in attendance as the **University of Maryland, College Park (UMCP)** broke ground on a new home for the School of Public Policy, slated to open in 2022. In addition, UMCP's College of Computer, Mathematical, and Natural Sciences has launched the Science Academy to provide graduate education programs for working professionals who want to advance their knowledge and skills in key areas like data science and machine learning. Also, UMCP has been ranked as the 51st best university in the world in *U.S. News & World Report*'s Best Global Universities rankings, which recognized the top 500 institutions from nearly 50 countries.

Two UMES hospitality and tourism management students enrolled in the program at the **University System of Maryland at Hagerstown (USMH)** earned the chance to pitch their idea to increase tourism in the Maryland Tourism and Travel "Crab Tank" pitch competition. Hannah Haught and Angela Shelley submitted their idea to create a girls' getaway to increase tourism in Washington County by featuring women-owned businesses in honor of the 100th anniversary of women's right to vote.

And the new Academic and Innovation Center at the **University System of Maryland at Southern Maryland (USMSM)**—slated to open in 2021—stands to be a key player in a new St. Mary's County "Innovation District," which will also include the St. Mary's County Regional Airport; the University of Maryland Unmanned Aircraft Systems Test Site; several tech-based businesses; and the Naval Air Station at Patuxent River.

Looking ahead to USM's budget for next fiscal year, we are in preliminary discussion with the governor and his team, but still very early in the process. As things take shape, I will keep you informed as to where we stand.

I would also like to note that our two ongoing presidential search committees—Coppin and UMCP—are in very advanced stages and will be making recommendations in the near future. And, of course, we will soon be initiating a new presidential search committee for UMB.

Finally, as you know, the independent panel of experts tasked with reviewing UMCP's response to the presence of adenovirus on campus during the Fall 2018 released their findings last week. We are grateful for their work. The report is comprehensive in scope, detailed in observations, and proactive in its recommendations. We also appreciate Governor Hogan's request that we undertake this review. It will inform the future work and emergency response protocols of every one of our campuses as we work to ensure that the safety and health of our students—and the entire campus community—remain paramount. Most importantly, on behalf of this board and the entire USM community, I want to once again express our deepest sympathy and condolences to the friends and family of Olivia Paregol.

Madame Chair . . . this concludes my report. I would be happy to respond to any questions the regents may have.

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Report by the Council of University System Faculty (CUSF) to the USM BOR Meeting at the Universities at Shady Grove

Friday November 22, 2019

This report reports the activities of CUSF since the submission of the last report in September. The next Council meeting is scheduled for November 14th at UMCP. It is a joint meeting with the other Councils. and will occur after the submission of this report.

MEETINGS AND ACTIVITIES: The following are the meetings and other activities conducted by CUSF since the last report.

- October Council Meeting at the UMGC: The Council had its October 24th meeting at the University of Maryland Global Campus in Largo. We thank President Miyares and his staff for their hospitality. Several resolutions were passed including approval of the Regent's Awards committee, support for sharing the technical support in academic integrity with System campuses (see attachment), and approval of the Action Plan for 2019-2010 (see attachment). In addition, there was a discussion regarding the development of an Emeritus Faculty BOR member. The Chair was instructed to draft a resolution to initiate the process and to facilitate discussion (see commentary).
- Open Educational Resources (OERs): This year CUSF has expressed an interest in the OER issue. It is in the exploratory phases. As part of this process, MJ Bishop discussed the issue and how CUSF can assist in the movement at the October ExCom meeting.
- <u>Chancellor's Search Committee</u> The Chancellor's Search Committee has completed its task and the BOR has publically announced the new Chancellor, Dr. Jay Perman. CUSF expresses congratulations to Dr. Perman on his new appointment. As Chair of the President's Council, Dr. Perman has worked with and been supportive of CUSF's initiatives.
- <u>Academic Integrity Initiative</u>: CUSF has been working closely with the Kirwan Center for Academic Innovation. Activities include a teleconference meeting with the campuses regarding campus progress to date.
- <u>Faculty Salary Initiative</u>: The primary action at this time is occurring on the campuses with those campuses affected by the policy developing plans to raise the percentile of faculty salaries and to maintain them over time.

COMMENTARIES: Attached with this report there is one resolution, two commentaries, and the Action Plan for 2019-2020.

Respectfully Submitted: November 9, 2019

Robert B. Kauffman, Ph.D.

Chair, Council of University System Faculty

Resolution: 1920-02: Academic Integrity

Resolution: In partnership with the Kirwan Center for Innovation, CUSF has been working with Maryland's 12 system institutions (USM) to foster the development of ethical learning across universities. CUSF strongly support the principle that all USM universities must procure, maintain, and manage the resources, both human and physical, which offer the greatest likelihood of success in achieving a System-wide environment of academic integrity on our campuses.

As representatives of all USM faculty, be it resolved that CUSF urges System presidents to give consideration to the proposal of University of Maryland Global Campus President Javier Miyares. The ability to share resources and costs associated with deploying the technologies necessary to protect academic integrity on all our campuses will ensure that all institutions might have the opportunity to develop a contemporary ethical learning environment.

Commentary 1911.1: Emeritus Faculty BOR Member

At the November Council Meeting of CUSF at UMGC at Largo, the Council discussed and instructed the Chair to develop a resolution that proposes an emeritus faculty BOR member. The following commentary is taken from the background section of that resolution. Its purpose is to begin the discussion and to test its feasibility.

Last year the Legislature passed changes to the USM BOR. In an effort to increase transparency and responsiveness, one of those changes was to increase the student representatives on the BOR from one to two representatives. Along with the students, faculty are the backbone of higher education and they can provide valuable input in the decision making process. Because of transparency and their valuable contribution in higher education, CUSF recommends that the Governor strongly consider dedicating one of the Regent appointments to an emeritus faculty member.

Suggested criteria for the emeritus faculty would include but not be limited to the following:

- 1) Emeritus faculty are retired faculty. This reduces or eliminates the potential conflict of interest that arises from when a state employee is appointed to the BOR.
- 2) Emeritus faculty represent the quality and longevity of the faculty. Normally, emeritus faculty have a minimum of ten years of experience as a full-time tenure-track faculty member. They have achieved the rank of associate or full-professor status, and they have demonstrated excellence in their field.
- 3) Although it is suggested that preference be given to USM emeritus faculty, out-of-state emeritus faculty or emeritus faculty from non-USM instate institutions may be considered also.

A process similar to the selection of the student regents can be used. A call-out to the campuses and CUSF for nominations would initiate the process. Nominees would be reviewed by a committee composed of CUSF members and USM staff. The nominee would be interviewed by representatives of the Governor's office regarding suitability. The nominee would be advanced to the Governor's Office by the Chancellor on behalf of USM.

Respectfully Submitted, November 11, 2019 Robert B. Kauffman, Ph.D. Chair, Council of University System Faculty

Chair's Commentary 1911.2: CUSF's Involvement in Shared Governance.

Dr. Boughman, Senior Vice Chancellor of Academic and Student Affairs asked the Council Chairs for a statement regarding the things that they do. I dusted off my May 2018 commentary and sent it to her. It did the trick. In that commentary, I presented a diagram that identified nine areas of CUSF's involvement in shared governance (Figure 1). Over the past several years we have emphasized the theme of communications. The diagram depicts those avenues of communications for CUSF. I thought it might be a good idea to revisit the diagram, its significance and CUSF's multi-faceted involvement in shared governance. What follows is a slightly updated version.

The involvement of the Council of University System Faculty (CUSF) is defined by the Board of Regents I-6.00 Policy on shared governance. Since 2016, the emphasis of CUSF has been on increasing communications and developing infrastructure. As part of this process, CUSF has developed a mission, vision statement and action plan along with several other initiatives. During this period, we have accomplished several significant initiatives (e.g. Omnibudsperson, academic integrity, faculty salaries, and course evaluations). As depicted in the diagram, CUSF's involvement in shared governance and its

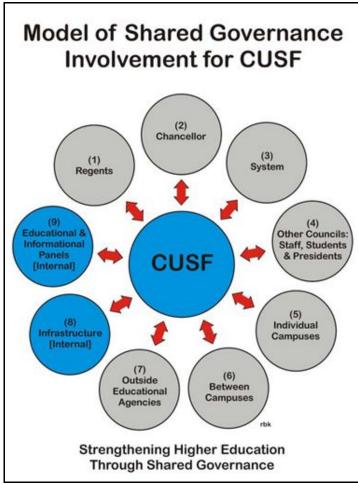


Figure 1:

CUSF: BOR Report November 22, 2019 avenues of communications directly relate to its mission of strengthening higher education in the State of Maryland through shared governance.

Each of the bubbles diagramed in Figure 1 is discussed below in terms of CUSF's activities and action items listed in the action plan for the year. Attending the Chancellor's Council or BOR meeting are examples of activities.

1.0 Regents

One of CUSF's primary roles is to advise the Regent's on matters involving the faculty. The Chair provides a written and oral report to the BOR. In addition, the CUSF Chair or a representative of CUSF normally attends the Education Policy Committee meeting of the BOR. In an effort to increase transparency, an open invitation for the Regents to attend CUSF Council meetings has been extended. It is expected that the Regent associated with university

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where the Council is holding its monthly meeting will be in attendance at the meeting. Attending the Council meetings provides an excellent opportunity to obtain a better understanding of the faculty and faculty issues.

<u>CUSF's Report to USM BOR</u> – Structurally, one of the responsibilities of the Chair is to provide a report of activity to the Board of Regents. Normally, my reports to the BOR contained two parts: activities and commentaries. Activities tell us "what" happened. It tells who met when. The commentaries address the "why." They indicate our thoughts, were we are going, and comment on the issues being addressed. They are written as part of my Chair's Report to the CUSF Council.

2.0 Chancellor

In its advisory capacity, CUSF has good communications with the Chancellor. This involves both the State of Shared Governance Report and his attendance at Council and Senate Chair's meetings. Usually, this occurs at the joint Council meetings in November, the January meeting at Adelphi, and the Senate Chairs meeting in fall and spring. Regarding the State of Shared Governance Report, it closes the loop and provides the Chancellor with an important evaluation of shared governance on the campuses by the senate chairs. The Chancellor uses it in the yearly evaluations of the presidents.

3.0 System

The primary contact with System is through the Senior Vice Chancellor of Academic and Student Affairs, Joann Boughman. She attends the ExCom and Council meetings. When feedback is needed on policy statements and other business, she is the liaison person. Although this is a short paragraph on these communications, her involvement with Council is significant and helpful.

<u>Report from System</u> – Traditionally, the 10:30 a.m. program slot at the Council meetings is reserved for the report from USM. Normally, the report is given by Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs. When the Chancellor is in attendance, he may provide the report.

4.0 Other Councils (i.e. Staff, Students and Presidents)

In their advisory capacity, the three Councils have worked together for common goals. The joint ombudsperson is an example of a joint resolution and collaboration between the Councils. In addition, the November meeting is traditionally a joint meeting between the three Councils at UMCP. The meeting provides the Chancellor and Regents with the opportunity to communicate with the three Councils. Each of the Councils had a breakout session in the afternoon. Although not a formal Council, the Chair of CUSF attends the monthly meetings of the provosts (AAAC) and reports to the CUSF Council on their activities.

5.0 Individual Campuses

One of the chains of communication passes from System through CUSF to the campuses. Some communication channels are traditional like the newsletter. Some are innovative like the Quick Notes and some utilize existing resources like the hotline or Mediascan from Mike Lurie.

<u>Senate Chair's Report</u> – The monthly meetings of the Council are rotated between the campuses. As part of determining the state of shared governance on the campuses, the senate chairs of the respective campuses are invited to the meeting to provide a report on the state of shared governance on their respective campus.

6.0 Between Campuses

Communication between campuses is an area that deserves additional development. Shared practices are an idea that needs further development. The panel discussions by the CUSF committees are another method of sharing between campuses. The Senate Chair's meeting provides needed interaction and discussion between the Senate Chairs. This occurs twice a year. As noted, more needs to be done in this area.

<u>Senate Chair's Meeting</u> – CUSF sponsors a fall and spring meeting of the Senate Chairs at USM, Adelphi. The purpose of these meetings is to share information between campuses and to share information from System. The meetings provide the Chancellor with the opportunity to communicate directly with the campuses.

7.0 Outside Educational Agencies

In the past, CUSF's primary involvement with outside agencies was in its advisory capacity with the Faculty Advisory Committee (FAC) of the Maryland Higher Education Committee (MHEC). MHEC has changed the selection process and CUSF is no longer involved. Regardless, there may be a need to increase communications with outside educational agencies in the future.

8.0 Infrastructure (Internal)

Infrastructure focuses on improving the internal operations of CUSF. Examples include amending the bylaws and constitution, developing an orientation session and other initiatives.

9.0 Educational and Informational Panels (Internal)

At its monthly meetings, there are generally two programming time slots. One is at the 11:00 a.m. and the second one is at 1:00 p.m. The 11:00 a.m. is the primary program slot. Traditionally, the sessions include the Chancellor and System personnel. System personnel discuss everything from workload, to inclusion and diversity.

In summary, the mission of CUSF is to "strengthen higher education through shared governance." The diagram demonstrates the primary channels of communication used by CUSF to represent faculty issues and to advise the Chancellor and BOR on these issues. Each channel helps to strengthen higher education.

Respectfully Submitted, (May 2018 Chair's Report; resubmitted November 9, 2019) Robert B. Kauffman, Ph.D. Chair, Council of University System Faculty



CUSF Action Plan Academic Year 2019-2020

Approved October 24, 2019

The following is the Action Plan for CUSF for 2019-20. The purpose of the Action Plan is to determine the tasks projected for completion during the academic year of 2019-2020. The Action Plan is derived from CUSF's mission and vision statement.

Procedurally, not all the tasks for the year have been identified. Some tasks evolve during the year from CUSF committees or System. For example, Goal 3.0 will grow quickly as System identifies policies to review.

Goal 1.0: Increase communications and advocacy with its constituents.

Communications is one of the cornerstones of providing an effective organizational structure for CUSF. Within CUSF, the main lines of communication exist upward with the Chancellor and the BOR. It exists downward to the individual campus, and it exists laterally between campuses. In addition, there are lines of communication between the Councils, with external organizations such as the AAUP, with other State agencies, and with the Legislature. This goal focuses on strengthening these lines of communication and advocating for strengthening higher education within the State of Maryland. Creating a newsletter or participating in Annapolis Day with the Legislature are examples of tasks addressing this goal.

Task 1.1 (AI-101): <u>Annapolis Day</u> – During the legislative session, Annapolis Day is a day where USM and its Councils spend the day advocating for USM with the Legislature. It is an important function where future efforts build upon the success of previous efforts. Traditionally, this task has been tasked to the **Legislative Committee** and is one of their primary responsibilities for the year.

Group/Persons Tasked: Legislative Committee Chair;

Product: Annapolis Day

Projected Completion Date: February 2020

Task 1.2/1.3 (AI-102/AI-103): <u>Newsletter</u> – In 2015, CUSF developed a newsletter. Traditionally, two issues are published, one fall and one spring semester. The newsletter is considered the responsibility of one of the at-large ExCom members. This practice will be continued. The value of the newsletter is that it provides a summary of the activities of CUSF.

Group/Persons Tasked: At-large position

Product: Two newsletters, one in December (AL102) and one in April (AL103)

Projected Completion Date: December/April

Task 1.4 (AI-104): Clipping Service – System's Media Scan is a clipping service that is provided by System. In addition during the legislative session, the Legislative Newsletter is published by USM by Andy Clark at USM. The clipping service can service faculty two ways. The first is that any individual faculty member can subscribe to and receive the daily service. It is informative regarding what is going on in higher education. Second, Media Scan and the Legislative Newsletter can be disseminated by the liaison Council members to the faculty. At FSU, this is a simple task of using the faculty email list. Other schools do not have universal email access and may need to develop other avenues of dissemination. At FSU, I select those articles in Media Scan that I believe would be of interest to faculty and pass them on to faculty. All Legislative Newsletters are passed onto faculty. A side benefit of this service is that it gives visibility to CUSF on campus. The process for signing up for Media Scan is a task included as part of the orientation session.

Group/Persons Tasked: September Orientation Session Product: Procedure for signing up for Media Scan Projected Completion Date: September 2019

Task 1.5 (AI-105): Faculty Voice — An Independent Faculty Newspaper edited at College Park by and for all faculty members in the University System of Maryland. It is committed to creating programming that responds to voices in its surrounding community. In its current configuration, it reads like a blog. A review of the Faculty Voice suggests that it is more issue and specific topic oriented than informational (e.g. CUSF newsletter). The Chair's commentaries or reedited versions of the evaluation or academic integrity reports would seem to be suitable. One or possibly two articles might be appropriate.

Group/Persons Tasked: Chair and/or committee chair Product: Minimum of one submission per year Projected Completion Date: May 2020

Task 1.6 (AI-106): <u>Social Media Platform</u> – This past year Rajeswari implement SLACK. Through no fault of hers, there has been a slow uptake on its use. Its use needs to be reexamined and developed further.

Group/Persons Tasked: TBD
Product: Active use of SLACK
Projected Completion Date: May 2020

Goal 2.0: Strengthen shared governance within the USM institutions.

Under the Shared Governance Policy [I-6.00], shared governance is also implemented at the institutional level. This goal focuses on implementing and strengthening shared governance at the institutional level. First, it advises the Chancellor. Second, CUSF is a resource to System institutions. Third, the other institutions in the System are a resource to each other where CUSF can become the link between them. In a very real sense, it is sharing shared governance between campuses. The creation of the Senate chair's report on the State of Share Governance within the System is an example of a task designed to help fulfill this goal.

Task 2.1 (AI-201): Revise SCSSSG Procedures and Survey Instrument – The Senate Chair's Survey of the State of Shared Governance closes the loop. It provides the Chancellor with feedback regarding the effectiveness of shared governance on the campuses. ... With the survey being utilized, it is necessary to take the next step and revise the procedures to make the survey more representative of the faculty. This will increase its impact and usability in the evaluation process. It may be a situation of tweaking and emphasis rather than making major changes. The Chair will work with the Vice Chair and the senate chairs to strengthen the data collection and make the survey more representative of the faculty.

Group/Persons Tasked: Ad Hoc committee and Senate Chairs

Product: Revise survey instrument and procedures *Projected Completion Date*: November 2019

Task 2.2 (AI-202): Committee Outreach Strategy – At the invitation of the Senate Chair or equivalent position, a group of two to three members would attend the on campus Senate or equivalent meeting. The purpose of attending would be two-fold. First, the group would be emissaries of CUSF explaining what CUSF is and what it has done. The September orientation materials can serve as a starting point. Second, they would focus on issues facing the campus and on how CUSF might address them. The group would report back to the CUSF Council as a committee report. It would be a good task for the at-large positions and/or Council members interested in becoming active.

Group/Persons Tasked: At-large members and council members

Product: Visit minimum of three campuses and file a minimum of three reports

Projected Completion Date: May 2020

Task 2.3 (AI-203): <u>Interprofessional/Interdisciplinary Actions</u> – The objective is to expand the concept of educating with interprofessional/interdisciplinary engagement. Actions for this year include an interactive presentation at the September CUSF meeting. Additional actions can include the endorsement of the concept by one of the standing committees, the development of a report or white paper on the concept.

Group/Persons Tasked: Karen Clark

Product: CUSF meeting session, white paper or report

Projected Completion Date: May 2020

Goal #3.0: Advise and work with USM on major policy initiatives.

This goal addresses a major role of CUSF under the Shared Governance Policy [I-6.00] to advise the Chancellor and USM on policy matters affecting the System. Although these initiatives can be initiated by CUSF, they are generally initiated by System.

Task 3.1 (AI-301): ART

Group/Persons Tasked: Three CUSF members as part of the workgroup

Product: Joann Boughman

Projected Completion Date: To be determined

Goal #4.0: Advocate for faculty welfare.

This goal relates to issues and concerns that strengthen the faculty in delivering their institutional functions and that contributes to their general welfare. Normally, tasks under this goal are addressed by the Faculty Concerns standing committee.

Task 4.1 (AI-401): Regent's Awards – The Regent's Award is a yearly function of CUSF. The Awards Committee review nominations from campuses and makes recommendations for the award (AI401).

Group/Persons Tasked: Benjamin Arah

Product: Nominations

Projected Completion Date: December 2019

Task 4.2 (AI-402): Changing Scope of the Faculty – Education and the faculty are changing. Normally, this topic is addressed in the 11:00 a.m. time slot during Council meetings. For example, this year the September meeting is at Shady Grove. There are no faculty senates at Shady Grove or Hagerstown. At this stage, the objective is informational and to have at least one panel discussion addressing the issue other than the welcome at the Shady Grove meeting.

Group/Persons Tasked: Joann Boughman, rbk

Product: At least one panel discussion Projected Completion Date: TBD

Task 4.3 (AI-403): <u>Academic Integrity Initiative</u> – Since 2017, the Education Policy Committee has championed the academic integrity initiative. It has included a panel discussion for the BOR and a Convene in spring 2019. The Committee has been working closely with Kirwan Center for Academic Innovation on follow up activities. The tasks for this year are outlined in the committee's report to the BOR approved in May 2019.

Group/Persons Tasked: Education Policy Committee

Product: Review the two BOR policies and develop guidelines

Projected Completion Date: April 2020

Task 4.4 (AI-404): <u>Faculty Evaluation Initiative</u> – Since 2018, the Faculty Concerns Committee has addressed faculty evaluations with an emphasis on the over emphasis and reliance on student evaluations. In May 2019, the Council passed a report on the status of the committee. This year the committee will continue its efforts.

Group/Persons Tasked: Faculty Concerns Committee

Product: TBD

Projected Completion Date: April 2020

Task 4.5 (AI-405): <u>Faculty Salary Initiative</u> – On January 19, 2019, CUSF approved a report to the BOR titled: A Report on BOR Policy II-1.21 and Maintaining Faculty Salaries at the 85th Percentile of the Institution's Classification Group. The 85th percentile is a goal. The action at this time is to monitor the data and action plans developed by the Chancellor, BOR and presidents to address this issue.

Group/Persons Tasked: Chair

Product: TBD

Projected Completion Date: April 2020

Task 4.6 (AI-406): <u>OERs Initiative</u> – Open Educational Resources (OERs) is an issue initiative that CUSF members have expressed an interest in addressing. This initiative is a work in progress and will be developed as time progresses.

Group/Persons Tasked: Chair

Product: TBD

Projected Completion Date: April 2020

Goal #5.0: Strengthen CUSF's organizational structure and increase its visibility.

A strong organizational structure enhances the organization's ability to deliver its services. This goal focuses on improving CUSF's organizational structure and on enhancing its ability to advocate for CUSF as a Council. The focus of this goal is on strengthening CUSF itself as a Council defined under the Shared Governance Policy [I-6.00]. The creation of a strategic plan is an example of a task fulfilling this goal. It is suggested that a periodic review of the Practices (Section III) in the Shared Governance Policy be reviewed for issues and practices to be examined and developed by CUSF.

Task 5.1 (AI-501): Action Items for 2019-20 — Based on the goals of the organization, the purpose of a action plan is to provide an implementation plan of the tasks the organization seeks to fulfill its goals. Think of it as a formalized "do list." The process began at the April and May meetings where the items were reviewed and new items identified. The new Council will revisit the new plan at the September meeting with the new incoming Council and approve it at either the September or October meeting.

Group/Persons Tasked: Chair, ExCom, Council Committees, Members

Product: Action Item Plan

Projected Completion Date: September or October Council meeting

Task 5.2 (AI-502): <u>Orientation Session</u> – ExCom recommended the development of an orientation session for new Council members prior to the beginning of the September meeting. The session will help new members to "hit the ground running." This task would be tasked to the Chair and ExecCom

Group/Persons Tasked: ExecCom, Chair

Product: Orientation session prior to the September CUSF meeting

Projected Completion Date: September 2019

Task 5.3 (AI-503): Operations Manual — Developing an operations manual serves two purposes. Since it contains important information, it helps facilitate new members taking on new roles to "hit the ground running." Second, job duties and tasks is largely by word of mouth. The operations manual helps to provide continuity between different administrations and if a member in a leadership falters. Among its contents, the operation manual would contain the following: 1) job description, 2) tasks to complete, 3) schedule of activities. This task would be tasked to the Chair and ExecCom

Group/Persons Tasked: Committee Chairs, ExecCom

Product: CUSF officers involved would review the draft document through the year, revise their document, and the manual would be the assemble collection of documents.

Projected Completion Date: February 2017

Task 5.4 (AI-504): Mentoring – Because the duties and responsibilities of the Chair are quite different from those of Council members and other ExCom positions, there is a need to mentor members to become future Chairs of CUSF. Mentoring will include attendance at select meeting (e.g. Chancellor's Council, BOR EdPolicy, and BOR meetings) and discussions thereafter.

Group/Persons Tasked: Chair, ExCom and Council members *Product*: At least two members attending at least three meetings

Projected Completion Date: June 2020

Task 5.5 (AI-505): <u>Membership Apportionment</u> – Section 2.8 of the by-laws indicates that reapportionment be performed every three years using the University System of Maryland's Employee Data System (EDS) report which indicates the number of full-time faculty. The last apportionment occurred in 2016-2017. This task would be tasked to the membership and rules committee.

Group/Persons Tasked: Membership and Rules Committee, Bill Chapin

Product: Report to CUSF Council Projected Completion Date: December

Task 5.6 (AI-506): <u>Council Membership</u> – Last year a bylaw change was suggested that would change the apportionment of the Council membership based on the number of full-time faculty to a Senate type model where each institution would receive four representatives (Article II - CUSF Bylaws). The Council needs to determine the implications of this proposal and whether it wants to implement this change.

Group/Persons Tasked: Membership and Rules Committee

Product: Proposed change/no change

Projected Completion Date: December 2019

Task 5.7 (AI-507): <u>Elections</u> – The Membership and Rules Committee will review the election procedures to determine if modifications need to be made in light of the situation that occurred this year.

Group/Persons Tasked: Membership and Rules Committee

Product: Proposed changes/no change

Projected Completion Date: December 2019

COUNCIL OF UNIVERSITY SYSTEM STAFF



Bowie State University 14000 Jericho Park Rd Bowie, MD 20715

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

Frostburg State University 101 Braddock Rd Frostburg, MD 21532

Salisbury University 1101 Camden Ave Salisbury, MD 21801

Towson University 8000 York Rd Towson, MD 21204

University of Baltimore 1420 North Charles St Baltimore, MD 21201

University of Maryland, Baltimore 520 West Lombard St

520 West Lombard St 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 7950 Baltimore Ave College Park, MD 20742

University of Maryland Eastern Shore

11868 College Backbone Rd Princess Anne, MD 21853

University of Maryland Global Campus 1616 McCormick Drive Largo, MD 20774

University System of Maryland Office 3300 Metzerott Rd Adelphi, MD 20783

Council of University System Staff (CUSS) Report

Board of Regents Meeting November 22, 2019

This report serves as an update on the activities the Council of University System Staff (CUSS) since the last report submitted in September 2019. CUSS has hosted two meetings in that time (one in September at UMBC and another in October at Frostburg State University). CUSS is looking forward to the Joint Councils Meeting, with CUSF and USMSC, this Thursday, November 14, 2019 at UMCP. The Joint Councils Meeting will take place after submission of this report. However, updates from the meeting will be shared in the next report.

CUSS has a focus this year on sharing best practices and challenges around shared governance, and each institution that hosts the Council throughout the year will be presenting their experiences with shared governance at their own campus. Thus far, the Council has heard from Salisbury, UMBC, and Frostburg, and looks forward to hearing from additional institutions in the coming months, then compiling this information and sharing it at the end of the academic year.

CUSS has 5 standing committees (Benefits & Compensation, Board of Regents Staff Awards & Recognition, Communications & Marketing, Executive, and Legislative Affairs & Policy). During the September CUSS meeting, each of these committees met and established an action plans and goals for the current academic year. A summary of these items for each committee can be found below.

Benefits & Compensation

- Collect policies for each campus around flexible work schedule options (teleworking, condensed work week, etc.) and assess utilization
- Collect data about tuition remission fee policy and utilization
- Continue to monitor coverage related to the Rx retirement plan
- Continue to explore ombudsperson implementation at each campus

Board of Regents Staff Awards & Recognition

- Launched 2019-2020 BoR Nomination Process with a deadline of Friday, February 7, 2020 for nominations
- Consider options to collect more non-exempt nominations
- Continue to work on rubric for evaluating nominations
- Move SharePoint system for collecting nominations to USM

Communications & Marketing

- Ensure the CUSS newsletter is published in a timely manner (on a quarterly basis)
- Explore new ideas for the CUSS newsletter including: highlighting the work of each CUSS standing committee, starting with the Executive Committee, and making sure to get institutional updates from every campus (or showcase a few campuses each newsletter instead of all 12)
- Consider ways to market CUSS, particularly at each campus during election season (options being explored include: creating a video about CUSS and updating the CUSS info sheet created in 2017)
- Reconsider social media options (currently have Twitter and Facebook but they are not utilized)
- Revamp and update presence on USM website

Executive

- Create protocols for each Executive Committee position (Chair, Vice-Chair, Co-Secretaries, and Members-At-Large) as well as protocols for Committee Chairs and Point of Contacts for each campus to assist with continuity from year to year
- Create a shared drive (via an open access Google folder that all CUSS members have access to) to retain documents/materials and assist with continuity from year to year
- Ensure that Executive Committee members (Co-Secretaries and Members-At-Large) are supporting the work of each standing committee within CUSS by identifying liaisons to each committee and regularly communicating across all committees

Legislative Affairs & Policy

- Confirmed that Advocacy Day will be Wednesday, February 19, 2020 in partnership with USM, CUSF, and the USMSC
- Explore options for a contingency plan in case of inclement weather (will not have a "snow day" but rather just a way to disseminate information electronically either by video or flyer via email)
- Meet with Patrick Hogan and Andy Clark in November and December 2019 prior to Advocacy Day 2020 to prepare
- Look at CUSS Constitution and Bylaws to see if information therein is accurate or if a subcommittee should be formed to update either or both items

In addition to the above action items, the Council looks forward to publishing a quarterly CUSS newsletter, and the fall edition will be sent with the next report, once it is released on Friday, November 15, 2019. The Council's next meeting after the Joint Councils Meeting will take place on Tuesday, December 10, 2019 at the USM Offices.

Please do not hesitate to be in touch (via email at <u>lailams@umbc.edu</u> or by phone at 410-455-3737) if you have any questions, suggestions, and/or concerns.

Respectfully submitted,

Dr. Laile M Shiohimeh

Dr. Laila M. Shishineh

Chair, Council of University System Staff

Attachment: CUSS Information Sheet 2019-2020



CUSS Informational Sheet 2019-20

Chair: Laila Shishineh (UMBC) Vice-Chair: Kalia Patricio (UMCP)

Co-Secretaries: Carol Green-Willis (Towson) and Susan Holt (UMB)

Past Chair: Lisa Gray (Salisbury)

Executive Committee Members-At-Large: Antoinne Beidleman (UMGC) and Trish Johnson (Bowie)

Website: https://www.usmd.edu/usm/workgroups/SystemStaff/index.html

What exactly is CUSS?

- Staff from all University System of Maryland (USM) institutions meet monthly at different universities to discuss issues that impact staff
- CUSS reps advocate for staff during the legislative session and represent staff not covered by collective bargaining
- CUSS members participate in a yearly joint meeting with staff, students, faculty, and Chancellor (joint session)
- Responsibilities include: Committee work, attend monthly meetings, review Board of Regents Awards, and distribute information to campuses
- CUSS reps serve as a liaison between USM and each individual institution and as such are responsible for disseminating information from CUSS back to their home campus



TOP BENEFITS

- 1. Meet staff from each University System institution
- 2. Have a voice at the system level where decisions are made
- 3. Travel to a different University System institution each month
- 4. Enjoy wonderfulcamaraderie and teamwork
- 5. Collaborate with members of the Student/Faculty councils

CUSS representatives come from the following institutions:



























USMSC Report to the Board of Regents

November 22, 2019

The University System of Maryland Student Council has met twice since the last meeting of the Board of Regents. These meetings took place on October 13 at Towson University and November 10 at the University of Maryland, Baltimore County.

A significant portion of the October meeting was spent preparing for the interview process for candidates for the Student Regent positions, along with clarifying any questions regarding the process that were at any institutions throughout the System. In addition, the Council considered the topic of Enterprise Risk Management and Crisis Management and discussed the importance of the inclusion of student leaders in the processes of both ERM and Crisis Management. Finally, the Council had a lengthy discussion around incidents of Sexual Assault and Hate Bias and the responses of the different institutions to these types of events, stemming from a number of incidents at Towson University.

The November meeting of the Council consisted almost exclusively around conducting interviews of the candidates for the Student Regent positions. This year, the Council received five nominations from across the System. All five of these nominees were undergraduate students; three nominees being juniors with expected graduation in 2021 and two being sophomores with expected graduation in 2022. These pools of applicants were, disappointingly but not unexpectantly, smaller than in years past, attributed most likely to the extended time commitment required of students with the 2-year term. Despite the smaller numbers, the candidates that were interviewed were quality candidates who were qualified and impressive. The Council is hopeful that the number of interested applicants may increase in future years. In addition, the Council again briefly discussed recent incidents of hate and vandalism on campus, as well as institutional responses to these incidents or incidents of this nature.

If the Board has any input for items to be brought to or being considered by 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.

Respectfully,

Benjamin Forrest

Bein houst

2019-2020 USMSC President

bcforrest0@frostburg.edu

240.818.5518



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS October 7, 2019

Meeting Notes

The Council of University System Presidents met on October 7th with Chancellor Caret and USM senior staff.

Ms. Herbst provided an update on the Board's request to facilitate more collaboration between the campuses, asking for updates in the spring about what each institution is doing and is planning to do. Chancellor Caret reminded the presidents to provide information about losses in STEM faculty. He also noted that there are no reported admission issues at our campuses related to athletics.

AAG Bainbridge provided an update on the Coalition Case, noting that the 4th Circuit has not yet issued a decision. The presidents asked for talking points on the case. President Miyares presented information on restructuring happening at University of Maryland Global Campus as part of the name change and rebranding.

Chancellor Caret shared information about MeToo kits on campuses and Dr. Boughman shared that the Vice Presidents for Student Affairs have already discussed potential issues with their use. The Chancellor also shared a letter from the APLU about the opioid settlement money that will be coming to many states and how higher education may be able to request funds. Dr. Boughman reminded the presidents about the Maryland Association of Community Colleges and the USM's participation.

Chancellor Caret and Ms. Herbst shared an update about a request from AFSCME for information about our employees. Ms. Herbst led a discussion about a new Policy on Service Contracts that is being developed in response to legislation guiding outsourcing of activities. AAG Bainbridge reported that she received information from all of the institutions about their environmental safety and mold mitigation policies.

Chancellor Caret noted that the Intercollegiate Athletics Workgroup of the Board will remain a workgroup and will add student safety as a primary function, along with financials and academics. He also asked the presidents if they would like to continue the Regents parking pass program and all agreed.

Mr. Sadowski and Mr. McDonough discussed the "Open for Business" campaign and provided a breakdown of the potential costs to each campus.



COUNCIL OF UNIVERSITY SYSTEM PRESIDENTS November 4, 2019

Meeting Notes

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

President Miyares shared details of a new partnership between University of Maryland Global Campus (UMGC) and Amazon to provide courses of study to Amazon employees, making UMGC a premier provider of computer-related studies for Amazon. Vice Chancellor Sadowski discussed moving forward with an economic impact study for the University System of Maryland (USM).

Chancellor Caret discussed leveraging *Systemness* in the context of the AGB recommendations, ways in which the institutions currently work together, and related challenges and opportunities. Chancellor Caret announced that the Regent Liaison initiative is being implemented and asked for updates on the program.

As a follow up to a discussion at the Board retreat, AAG Bainbridge explained how the Office of the Attorney General (OAG) currently works with campuses and announced that the OAG is happy to work with the campuses if they would like the attorneys on campus more often. AAG Bainbridge also confirmed that she received environmental hazard/mold related policies from each of the campuses.

Mr. Spicer shared that the State of Maryland is moving forward with procuring cyber insurance and that USM institutions and the USM office will need to decide on whether to purchase this insurance. Mr. Page discussed the development of a policy on interagency agreements.

Vice Chancellor Boughman discussed the FY 2021 Teacher's Education Enhancement Request. Chancellor Caret discussed the recent decision of the NCAA Board to permit college athletes to benefit from their name, image, and likeness. Vice Chancellor Boughman discussed the draft of the new policy on non-discrimination and equal opportunity and the feedback it has received through shared governance. Vice Chancellors Herbst and Raley shared that the USM will be reviewing IX - 2.00 Policy on Affiliated Foundations to address mission and alignment.

Chancellor Caret shared an inquiry from members of the General Assembly on possible development of a Financial Education Compatibility Commission. President Loh shared information related to Section 117 of the Higher Education Act.



DRAFT

USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
September 12, 2019
University of Maryland Global Campus

Minutes of the Public Session

Regent Rauch called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:33 a.m. on Thursday September 12, 2019 in Rooms 2100/2101/2102, University of Maryland Global Campus, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellors Boughman and Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Proposed Merging of Policy on Affirmative Action and Equal Opportunity / Policy on Non-Discrimination on the Basis of Sexual Orientation / Policy on Acts of Violence and Extremism. Regent Rauch proposed that protection from discrimination due to political ideologies should be included somewhere in the merged policy. The Committee discussed potential changes to the proposal with USM staff. Regent Johnson moved to refer the policies to USM staff to make changes based on the Committee discussion and bring them back to the Committee for review. Regent Wood seconded the motion. Regents Rauch, Attman, Johnson, Neall, Wood, and Gooden approved the motion; Regent Gossett opposed the motion. The motion was approved.
- 2. Committee on Governance and Compensation Charter. The Committee discussed the Committee on Governance and Compensation charter, which merges governance responsibilities with the Committee on Organization and Compensation and renames the Committee. Regent Neall moved that the Committee recommend that the Board of Regents approve the charter. Regent Gooden seconded. The motion was unanimously approved.
- 3. Revisions to Board of Regents Bylaws. The Committee discussed proposed changes to the Board of Regents Bylaws to align with legislative action through Senate Bill 719/House Bill 533, as well as recommendations from the Association of Governing Boards' governance review. The Committee requested amendments to clarify several points as it moves to the full Board of Regents for consideration. Regent Gooden moved that the Committee recommend that the Board of Regents approve the revisions to the Board of Regents Bylaws, with the discussed amendments. Regent Wood seconded. The motion was unanimously approved.
- **4. Orientation and Development Program.** The Committee discussed the proposed changes to the Board Orientation and Development Program. The revamped program was developed in response to legislative actions and the AGB report.

- **5. Board Agenda Guidelines: Consideration of Matters as Individual Items.** The Committee discussed guidelines that outline criteria for items that should be handled as individual business matters in lieu of inclusion on the consent agenda. These guidelines were developed in response to the AGB report. The Committee requested that the procurement contract limit be set at \$5 million instead of \$10 million and that language be changed to say "Changes that affect the whole system", not just financial.
- **6. Guidelines for Public Comment During Board Meetings.** The Committee discussed guidelines for implementation of time for public comment at Board meetings. The guidelines were developed in response to legislative action and the AGB report.
- **7.** Chancellor and Presidents Appointment Letters. The Committee discussed the appointment letter process and standard provisions included in these letters.
- **8. Board Self-Assessment.** The Committee discussed the Board and committee self-assessment surveys. These surveys will be administerd and the results will be shared at the Board Retreat in October.
- 9. Governance and Compensation Work Plan. The Committee reviewed the work plan.
- **10. Frostburg State University Faculty Salary Equity Plan.** Leon Wyden, Vice President for Administration and Finance at Frostburg State University, presented a faculty salary equity plan to the Committee.
- 11. Convene to Closed Session. Regent Gooden moved 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; (7) to consult with counsel to obtain legal advice on a legal matter; and (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations. Regent Neall seconded. The motion was unanimously approved.

The public session meeting adjourned at 10:16 a.m.



DRAFT

USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
September 12, 2019
University of Maryland Global Campus

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 10:22 a.m. on Thursday September 12, 2019 in Rooms 2100/2101/2102, University of Maryland Global Campus, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellors Boughman and Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Ratification of the Towson University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers. Regent Gooden moved that the Committee recommend ratification of the MOU between TU and the FOP (§3-305(b)(9)); (§3-305(b)(1)). Regent Gossett seconded. The motion was unanimously approved.
- **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. Review of Certain Contracts and Employment Agreements.** AAG Langrill provided information and advice about a contract from BSU that is subject to review under BOR Policy VII-10.0 (§3-305(b)(1)).
- **4. Presidents and Chancellor Compensation Aged Data.** The Committee discussed presidential and chancellor compensation in comparison to the aged peer data (§3-305(b)(1)).

The closed session meeting adjourned at 10:45 a.m.



DRAFT

BOARD OF REGENTS The Hotel Arundel Preserve October 17, 2019

Minutes of the Closed Session

Chair Gooden called the closed session of the Board Meeting to order at 3:50 p.m. on Thursday, October 17, 2019.

Those in attendance for all or part of the meeting included: Chair Gooden; Regents Gossett, Gourdine, Johnson, Holzapfel, Leggett, Neall, Needham, Pope, Rauch, Wallace, Wood; Chancellor Caret; Presidents Loh and Miyares; Vice Chancellors Boughman, Herbst, Hogan, McDonough, and Raley; AAGs Bainbridge, Langrill, and Lord; Ms. Wilkerson; Mr. Simmons; Dr. Bernitz; Mr. Conklin; Mr. Duffy; Dr. Palmore; Dr. Herrera Scott; Mr. Swann; Mr. Poterala; Ms. Gartner.

- 1. Briefing on Investigation of UMCP's Response to Mold and Adenovirus.
 - Mr. Simmons and the subject matter experts conducting the review of the University of Maryland College Park's handling of adenovirus and mold issues during Fall 2018 briefed the Regents on their work. (§3-305(b)(7) and (8)).
- Discussion with a President regarding Communication with the Board about a Proposed Business Action. The Board discussed with President Miyares the timing of communication to the board regarding a campus business decision.
- 3. Briefing on Investigation into Potential Employee Misconduct at an Institution.

 President Loh, Mr. Poterala, and Ms. Gartner briefed the Regents on the Smith School Foundation matter involving the Federal grants. (§3-305(b)(12)).
- 4. Briefing on a Department of Education Investigation at a Campus.

President Loh briefed the campus on the Department of Education's investigation into the campus' reporting of foreign gifts. (§3-103(a)(1)(i)).

5. OAG Advice on USM Institutions' Policies and Practices related to Environmental Hazards

The Regents received a report from AAG Bainbridge regarding information provided by campuses about their policies and practices related to environmental hazards and mold. The OAG will provide feedback to the individual campuses. (§3-103(a)(1)(i)).

6. Discussion regarding communications with OAG

The Regents and AAG Bainbridge discussed the OAG's role in advising on governance issues. ($\S3-103(a)(1)(i)$).

Meeting adjourned at 5:58 p.m.



BOARD OF REGENTS COMMITTEE ON AUDIT

[DRAFT] Minutes from Open Session October 30, 2019

Ms. Fish called the meeting of the Committee on Audit of the University System of Maryland

Board of Regents to order at approximately 10:00 A.M. at the University System of Maryland Office.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (*ex officio*), Mr. Gossett, Mr. Needham, Mr. Pope and Mr. Wood. Also present were: USM Staff -- Mr. Brown, Ms. Denson, Ms. Herbst, Mr. McDonough, Mr. Mosca, Mr. Page, Ms. White and Ms. Wilkerson; University of Maryland, College Park -- Mr. Poterala; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) -- Mr. Alkunta and Mr. Smith.

The following agenda items were discussed:

1. Information & Discussion – FY 2020 Audit Committee Work Plan

The Audit Committee members reviewed the Committee's Work Plan for FY 2020.

2. Action – Proposed Board of Regents Policy on Enterprise Risk Management

Mr. Pope reviewed the proposed policy *VIII-20.00 Policy on Enterprise Risk Management*. Discussion included the policy's development, requirements and timelines for implementation. [Mr. Pope motioned for approval of the Enterprise Risk Management policy, Mr. Needham seconded the motion, and the committee unanimously approved.]

3. Action – Proposed Board of Regents Policy on Crisis Management

Mr. Pope reviewed the proposed policy *VIII- 21.00 Policy on Crisis Management*. Discussion included the policy's development, requirements and descriptions of scenarios defined as "crisis" situations. [Mr. Pope motioned for approval of the Policy on Crisis Management, Mr. Needham seconded the motion, and the committee unanimously approved.]

4. <u>Action, Information & Discussion – Review of BOR Policies Pertaining to the Committee on Audit's Charge</u>

USM's Director of Internal Audit introduced proposed additions to the Committee on Audit Charter and the Board of Regents Bylaws *Article X, Section 3*. Modifications included adding responsibility for overseeing reviews of the Presidents, Chancellor and Board Members' annual financial disclosures, and oversight of Enterprise Risk Management as defined in BOR Policy - VIII-20.00 Policy on Enterprise Risk Management. [Mr. Pope motioned for approval of the modifications, Mr. Needham seconded the motion, and the committee unanimously approved.]

5. <u>Information & Discussion – FYE 2019 – System Wide Draft Financials, Balance Sheet & Statement of Changes (affiliated foundations are not included)</u>

USM's Controller presented FY 2019 draft financial statements. The financial statements reflect the preliminary financial position and the results of operations of the University System of Maryland for the year ended June 30, 2019 as prepared on the accrual basis of accounting. The draft statements also provided a comparison of performance to the prior year's results. The final audited financial statements for the University System of Maryland will be available in December. They will include an audit opinion (System officials anticipate a "clean" or unqualified opinion), appropriate footnote disclosures, management's discussion and analysis, and supplementary financial statements for each of the USM institutions.

6. <u>Information & Discussion – Completed Office of Legislative Audit Activity</u>

USM's Director of Internal Audit summarized the Office of Legislative Audits' reports on UMCES, CSU, USMO, UMB and SU.

7. <u>Information & Discussion – Follow Up of Action Items from Prior Meetings</u>

USM's Director of Internal Audit provided a status update of open action items from prior meetings. Discussion included Internal Audits Review of Presidents and Chancellor's 2018 financial disclosure statements.

8. Reconvene to Closed Session

Ms. Fish read aloud the Open Meetings Act language which permits public bodies to formally close the Open Session. [Mr. Pope made a motion to move into Closed Session, Mr. Needham seconded the motion and there was unanimous approval.]

Open Session closed at 11:35 A.M.



BOARD OF REGENTS COMMITTEE ON AUDIT

[DRAFT] Minutes from Closed Session October 30, 2019

Ms. Fish read aloud and referenced the Open Meetings Act Subtitle 5, §3-305(b) which permits public bodies to close their meetings to the public in special circumstances. [Moved by Mr. Pope, seconded by Mr. Needham; unanimously approved.] The closed session commenced at 11:41 A.M.

Regents in attendance included: Ms. Fish (Chair), Ms. Gooden (*ex officio*), Mr. Gossett, Mr. Needham, Mr. Pope and Mr. Wood. Also present were: USM Staff -- Mr. Brown, Ms. Denson, Ms. Herbst, Mr. McDonough, Mr. Mosca, Mr. Page, Ms. White and Ms. Wilkerson; University of Maryland, College Park -- Mr. Poterala; Office of the Attorney General -- Ms. Langrill; S.B. & Co., LLC (USM's Independent Auditor) -- Mr. Alkunta and Mr. Smith.

The following agenda items were discussed:

- 1. UMCP's General Council and USM's Director of Internal Audit provided an update of investigations and potential criminal allegations received by the Office of Internal Audit. (§3-305(b)(12)).
- 2. USM's Director of Internal Audit provided an update on Office of Legislative Audit activity currently in process. (§3-305(b)(13)).
- 3. 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)).
- 4. USM's Associate Vice Chancellor of Financial Affairs provided an update on the State's procurement for an Independent Auditor. Staff from USM's Independent Audit firm S.B. & Co., LLC were excused from this meeting as they are competing for this contract. (§3-305(b)(14)).
- 5. The Committee members met separately with the Independent Auditors and the Director of Internal Audit. (§3-103(a)(1)(i)).

Closed session adjourned at 12:30 P.M.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Policy Revisions: Committee on Audit Charter and Board of Regents Bylaws *Article X*, *Section 3*.

COMMITTEE: Audit

DATE OF COMMITTEE MEETING: October 30, 2019

SUMMARY:

Attached are BOR Policies/Bylaws that pertain to the Board of Regents (BOR) Committee on Audit's charge. These are:

- 1. Committee on Audit Charter (Attachment A). Last revised December 21, 2016.
- 2. The Board of Regents Bylaws *Article X, Section 3*. Last reviewed October 16, 2017. Committee on Audit (Attachment B).

The Committee recommends adding the following responsibilities, which are also highlighted in red in the attachments.

- This Committee shall assist the Board in fulfilling its responsibility to comply with Md. Education Code Ann. Section 12-104(p) review of annual financial disclosure statements—The Board of Regents shall review the annual financial disclosure statements filed by the Chancellor and the Presidents of each constituent institution in accordance with Section 5-607 of the General Provisions Article.
- The Committee shall review the annual financial disclosure statements filed by the members of the Board of Regents in accordance with Section 5-607 of the General Provisions Article.
- The Committee shall render advice and assistance to the Board of Regents in fulfilling its
 responsibilities for overseeing the sufficiency and adequacy of Enterprise Risk Management of the
 University System of Maryland as defined in BOR Policy VIII-20.00 Policy on Enterprise Risk
 Management.

attachments

FISCAL IMPACT: none

CHANCELLOR'S RECOMMENDATION: Approve

COMMITTEE ACTION: Approved DATE:
10/30/2019

BOARD ACTION: DATE:

SUBMITTED BY: David Mosca

Attachment A

University System of Maryland Board of Regents Audit Committee Audit Committee Charter Established June 2006 and Last Revised - December 21, 2016

PURPOSE

To assist the Board of Regents in fulfilling its responsibilities for overseeing the adequacy of and compliance with the internal controls, BOR Policies, risk management practices, investigative activity, governance processes, and to oversee the sufficiency and appropriateness of the financial reporting of the University System of Maryland.

AUTHORITY

The Audit Committee (Committee) is granted the authority to investigate any activity of the USM, and all employees are directed to cooperate as requested by members of the Committee. The Committee, with the approval of the Board, is empowered to retain persons having special competence as necessary to assist the Committee in fulfilling its responsibility. It is empowered to:

- Appoint, compensate and oversee the work of the Director of Internal Audit and
 the public accounting firm employed by the organization to conduct the annual
 audit. This firm and the Director of Internal Audit will report directly to the Audit
 Committee.
- Resolve any disagreements between management and the auditor regarding financial reporting.
- Retain independent accountants or others to advise the Committee or assist in the conduct of an investigation.
- Seek any information it requires from employees--all of whom are directed to cooperate with the committee's requests--or external parties.
- Meet with USM officers, external auditors or outside counsel, as necessary.
- The committee may delegate authority to subcommittees, providing that decisions are presented to the full Committee at its next scheduled meeting.
- Review and approve the yearly internal audit plan and oversee the effectiveness of the internal audit function.

COMPOSITION

The Audit Committee shall comprise not less than **5** or more than **7** members. The majority of the members must be knowledgeable about financial matters and have financial literacy as a whole. The Chairman of the Board of Regents shall appoint the members of the Audit Committee, and select the Audit Committee's Chair, to serve one year terms. A majority of members of the committee shall constitute a quorum.

MEETINGS

The Audit Committee is to meet at least four times each year, and as many more times as it deems necessary. All Committee members are expected to attend each meeting. As necessary or desirable, the chairman may request that members of management and the representatives of the independent auditor be present at meetings of the Committee.

RESPONSIBILITIES:

- 1. The Committee on Audit shall render advice and assistance to the Board of Regents in fulfilling its fiduciary responsibilities for overseeing the adequacy of and compliance with the internal controls, BOR Policies, risk management practices, investigative activity, governance processes, and to oversee the sufficiency and appropriateness of the financial reporting of the University System of Maryland.
- 2. This Committee shall review independent audit proposals including the scope of examination, services to be provided, reports to be rendered and fees to be charged, recommend to the Board the selection and scope of work of the independent external auditor of the University System of Maryland, review findings received there from and provide the Board with appropriate reports.
- 3. This Committee shall review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.
- 4. This Committee shall review and recommend to the Board the scope of the internal audit function. The Committee shall review the Charter of the Office of Internal Audit, its annual plan of work, its reports and administrative actions taken regarding its recommendations, and its annual report of significant audit items, and shall provide the Board with appropriate reports on the activities of that office. The Committee shall review the performance of the Director of Internal Audit and monitor the effectiveness of the internal audit function.
- 5. In fulfillment of these responsibilities this Committee shall foster direct communications with the external auditors on an annual basis or as otherwise deemed appropriate, and shall assure direct access from the Office of the Internal Audit, including meeting privately, at least on an annual basis, with the Director of Internal Audit.
- This Committee shall monitor the Board's observance of the State Ethics Code as it
 pertains to possible conflict of interest with matters of the University System of
 Maryland.
- 7. This Committee shall assist the Board in fulfilling its responsibility to comply with Md. Education Code Ann. Section 12-104(p) review of annual financial disclosure statements—The Board of Regents shall review the annual financial disclosure

- statements filed by the Chancellor and the presidents of each constituent institution in accordance with Section 5-607 of the General Provisions Article.
- 8. The Committee shall review the annual financial disclosure statements filed by the members of the Board of Regents in accordance with Section 5-607 of the General Provisions Article.
- 9. The Committee shall render advice and assistance to the Board of Regents in fulfilling its responsibilities for overseeing the sufficiency and adequacy of Enterprise Risk Management of the University System of Maryland as defined in BOR Policy VIII-20.00 Policy on Enterprise Risk Management.

Attachment B

Board of Regents Bylaws

Article X Section 3. Committee on Audit.

A. The Committee on Audit shall have the following duties:

- The Committee on Audit shall render advice and assistance to the Board of Regents in fulfilling its fiduciary responsibilities for overseeing adequacy of and compliance with the internal controls of the University System of Maryland and the sufficiency and appropriateness of its financial reporting.
- 2. This Committee shall review independent audit proposals including the scope of examination, services to be provided, reports to be rendered and fees to be charged, recommend to the Board the selection and scope of work of the independent external auditor of the University System of Maryland, review findings received there from and provide the Board with appropriate reports.
- 3. This Committee shall review legislative audits of the institutions of the University System and institutional responses thereto, and provide the Board with appropriate reports.
- 4. This Committee shall review and recommend to the Board the scope of the internal audit function. The Committee shall review the Charter of the Office of Internal Audit, its annual plan of work, its reports and administrative actions taken regarding its recommendations, and its annual report of significant audit items, and shall provide the Board with appropriate reports on the activities of that office.
- 5. In fulfillment of these responsibilities this Committee shall foster direct communications with the external auditors on an annual basis or as otherwise deemed appropriate, and shall assure direct access from the Office of the Internal Auditor, including meeting privately, at least on an annual basis, with the Director of Internal Audit.
- 6. This Committee shall monitor the Board's observance of the State Ethics Code as it pertains to possible conflict of interest with matters of the University System of Maryland.
- 7. This Committee shall assist the Board in fulfilling its responsibility to comply with Md. Education Code Ann. Section 12-1-4(p) review of annual financial disclosure statements—
 The Board of Regents shall review the annual financial disclosure statements filed by the Chancellor and the presidents of each constituent institution in accordance with Section 5-607 of the General Provisions Article.
- 8. The Committee shall review the annual financial disclosure statements filed by the members of the Board of Regents in accordance with Section 5-607 of the General Provisions Article.
- 9. The Committee shall render advice and assistance to the Board of Regents in fulfilling its responsibilities for overseeing the sufficiency and adequacy of Enterprise Risk Management of the University System of Maryland as defined in BOR Policy VIII-20.00 Policy on Enterprise Risk Management.



Board of Regents Committee on Education Policy and Student Life

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, November 5, 2019 at the University of Baltimore. The meeting was convened at 8:37 a.m. Committee members present were: Regents Gourdine (chair), Johnson, Leggett, Needham, Schulz, and Wood. Regent Gossett and Chancellor Caret were also present.

The following were also in attendance: Dr. Briscoe, Ms. Bainbridge, Ms. Baker, Dr. Beise, Dr. Bishop, Dr. Boughman, Ms. Brunn, Dr. Coleman, Dr. Cotton, Dr. Eastman, Dr. Gold, Dr. Jarrell, Dr. Lapin, Dr. Lee, Dr. Lewis, Mr. Lurie, Ms. Olsen, Ms. Marano, Mr. McDonough, Mr. Miller, Dr. Moriera, Mr. Muntz, Dr. Murray, Dr. Perrault, Dr. Shapiro, Dr. D.Smith, Dr. P. Smith, Dr. Spencer, Dr. Throop, Dr. Wade, Dr. Wilkens, Ms. Wilkerson, members of the press, and other guests.

Chair Gourdine welcomed all to the meeting and thanked President Kurt Schmoke and his team for hosting. Dr. Gourdine also welcomed Regent Kelly Schulz to the EPSL committee.

Action Items

New Academic Program Proposals University of Baltimore - Bachelor of Arts in Legal Studies

Dr. Darlene Brannigan Smith, Executive Vice President and Provost; Dr. Christine Spencer, Dean, College of Arts and Sciences; and Dr. Michele Cotton, Associate Professor and Director of the MA in Legal Studies, presented the proposal for the University of Baltimore to offer a Bachelor of Arts in Legal Studies. This proposed degree will enable students to enter a wide range of lawrelated careers upon graduation. Both national and State research project faster-than-average growth for such jobs. The program's core courses emphasize practical legal knowledge and skills and the curriculum also includes electives from government, public policy, criminal justice, history, philosophy, and communications. Graduates will have the ability to apply legal concepts, while also having a strong sense of the context of the law and interdisciplinary approaches. The proposed program is backed by UB's expertise in this area due to an existing Master of Arts in Legal Studies and is being created at the urging of community colleges, several of whom have related associate's degree programs. The program is designed with upper-division-only courses to facilitate transfer from community colleges and will offer evening courses to accommodate working students. Students in the BA program will have the option of doing an accelerated master's that will give them an enhanced credential faster and at a lower cost. The program's adjacency to the UB School of Law will offer students access to relevant lectures and events, as well as use of the law library and other resources. However, this program would focus on teaching non lawyers and is not directly a law school feeder.

Based on a question from Regent Wood, the presenters shared that credits from this program would not usually transfer to law school. This law-related degree would help students obtain and maintain (when coming from community college legal studies programs) legal skills and have opportunities for internships and other law-related experiences. Possible jobs include medical and legal coordinator, risk manager, court clerk and commissioner, military security, police policy expert, sports agent, legal assistant, and paralegal. 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 Baltimore to establish a Bachelor of Arts in Legal Studies. The motion was moved by Regent Wood, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Bachelor of Arts and Bachelor of Science in Immersive Media Design

Dr. Betsy Beise, Associate Provost, and Dr. Roger Eastman, Professor of the Practice, Computer Science, presented the proposal for the University of Maryland, College Park to offer a Bachelor of Arts and a Bachelor of Science in Immersive Media Design. The field of immersive media design encompasses a broad spectrum of practices drawing from both the creative arts and computing sciences, including augmented and virtual reality, computer graphics and game programming, digital fabrication, software art, tangible computing, interactive installations, and computer sensing. Immersive media design allows for the creation of multisensorial content that actively engages its participants in deep interactivity in both virtual and physical settings. The programs would exist through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. In addition to core requirements, the curriculum includes two tracks to allow students to pursue either the artistic or the computing side of the degree. The proposed program is part of the University's ongoing effort to create more opportunities for students who are interested in computing aside from computer science. Government agencies and partners are interested in the collaboration, as they recognize the need to have computer programmers with creativity. In response to questions from Regent Johnson, the presenters and Dr. Boughman shared that immersive design is being used to create virtual training experiences and may very well have medical implications. Regent Schulz shared that in a recent visit to UMD's Iribe Center for Computer Science and Engineering, she heard students express how incorporating art into computer science is beneficial. Dr. Bruce Jarrell, Provost at the University of Maryland, Baltimore, highlighted this field's connection to MPower work between UMB and UMCP. The proposal has gone through the standard USM approval process with institutions having time to submit objections. There have been no objections; 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 Bachelor of Arts and a Bachelor of Science in Immersive Media

Design. The motion was moved by Regent Schulz, seconded by Regent Needham, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Bachelor of Arts in Religions of the Ancient Middle East

Dr. Betsy Beise, Associate Provost, and Dr. Hayim Lapin, Professor of History and Robert H. Smith Professor of Jewish Studies, presented the proposal for the University of Maryland, College Park to establish a Bachelor of Arts (BA) in Religions of the Ancient Middle East. The major will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, as well as the wide array of other religious and cultural beliefs, practices, and institutions that flourished between about I200 BCE/BC and 850 CE/AD. Religion, and among them specifically Judaism, Christianity, and Islam, is important in public policy and civil society from the local to the international level. This program provides a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program also provides instruction in a variety of tools and methods including close textual study, archaeology, economic modeling, historical inquiry, and comparative study. Students will also take an interdisciplinary Capstone seminar, typically in their final year. The program will also have optional language and honors tracks and is designed to allow students to double major.

In response to questions from the regents, the presenters noted that the array of job possibilities is broad and may include, but is not limited to, work at or in information management, museums, education, and lobbying. The skills gained in this program would be broad and transferable and would also prepare students for graduate and professional school. The presenters shared that there is interest in the program with some of that coming from STEM students who are looking for additional experiences. 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 University of Maryland, College Park to establish a Bachelor of Arts in Religions of the Ancient Middle East. The motion was moved by Regent Needham, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

University of Maryland, College Park - Doctor of Public Health

Dr. Betsy Beise, Associate Provost; Dr. Robert Gold, Professor and Chair, Behavioral and Community Health and Director of Educational Innovation, School of Public Health; and Ms. Sara Olsen, Ph.D. Student, Behavioral and Community Health, presented the proposal for the University of Maryland to establish a Doctor of Public Health (DPH). The DPH is a professional practice doctoral degree that is recognized as a terminal degree for high-level leaders in the field of public health. Admitted students must have at least three years of public health practice experience and have a Master of Public Health, Master of Health Administration, or an

equivalent degree and want leadership exposure. The program will develop health professionals who are competent in understanding the health needs of populations and qualified to design, implement, and evaluate programs and policies aimed at improving the public's health. Most top-ranked universities have a DPH program, and UMCP officials know that there is demand for the program at UMCP and nationally. The program will be offered online, can be completed in three years, and would not require one to leave their career to pursue. The program would be offered in a semester-based format with an additional requirement that students spend two one-week periods per year on campus in January and August. Core credits focus on leadership, communication, policy, and quantitative methods while specialization credits focus on executive leadership in public health. The program's culminating experience is a project that focuses on a public health challenge facing a public health organization. Students will, under faculty mentorship, complete at least one project addressing a public health challenge facing an organization. In the Doctoral Capstone, students will complete a field-based doctoral project designed to influence public health programs, policies, or systems. The career prospects for those with a DPH are broad, but possibilities include positions in public health-related NGOs, professional associations, or government agencies.

In response to questions from Regent Wood, the presenters shared that the proposed DPH does not require a dissertation but a mandatory capstone experience that must go above and beyond one's regular job duties and builds on work and results in leadership opportunities. The program includes significant writing requirements but does not include significant original research. The presenters also shared, based on Regent Needham's question, that the online interaction, in most cases, is not live but obtained through activities and prerecorded lectures. There are, however, a few touch points at which students are expected to interact live every other week. The regents were pleased to hear that conversations around collaboration with and/or incorporating best practices from UMGC are already in progress. 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 the Doctor of Public Health. The motion was moved by Regent Schulz, seconded by Regent Johnson, and passed unanimously.

Vote Count: Yea: 5 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission

Dr. Joann Boughman, USM Senior Vice Chancellor for Academic and Student Affairs, presented the proposal for the University of Maryland Eastern Shore to obtain an exception to the BOR Policy on Undergraduate Admissions (III-4.00), which says students must take the SAT or ACT and that the score be included as a factor for admission to the institution. UMES makes this request after considering preliminary research, enrollment challenges, and their desire to lower or eliminate barriers to college attendance. The exception would allow UMES to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall

2020. A growing body of research, as well as a review of UMES' first year students' academic performance, show that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. In addition, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice. Through less reliance on standardized scores, UMES will be able to identify students whose high school performance demonstrates their potential for college success. Additionally, the demographics of first-generation students, the population from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies. Years ago, Salisbury University went through the same process and is now one of many test-optional universities in the nation. The policy change would still require all students to submit their test scores, even if they are not used as admissions criteria. UMES will collect data during the pilot year beginning in Fall of 2020 and ending in Fall 2021 at which time they will return to EPSL to share their findings. The USM staff and Chancellor Caret have reviewed this request and recognize it as an opportunity for UMES to study the issue and to find the best way(s) to support and work with students who have traditionally attended the university. In response to a question from Regent Wood, only the BOR (not accrediting bodies) must approve this request. Additionally, in response to Regent Schulz, this request is not intended to lead to test optional admissions across the USM, as institutions make specific admissions criteria decisions that go above and beyond the aforementioned policy, but the process and information gained may be of interest to others.

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 Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission. The motion was moved by Regent Johnson, seconded by Regent Needham, and passed.

Vote Count: Yea: 4 Nays: 0 Abstentions: 0 (Regent Leggett was not present during the vote.)

Information Items

Report: Intercollegiate Athletics FY 2019 Academic Summary

Regent Barry Gossett, chair of the Board of Regents Workgroup on Intercollegiate Athletics presented this report to the committee. The Board's policies relating to intercollegiate athletics make four principles clear: (I) Athletics should further the broader missions of our institutions; (2) Each institution that has an intercollegiate athletics program must have internal and external procedures, which provide careful and thorough scrutiny of the sports program and deliver required information to the president, Chancellor, and Board of Regents as appropriate; (3) Student-athletes are first and foremost students. We expect that their academic performance and progress will be comparable to that of non-athlete students; and (4) Fundamental to the effective management of intercollegiate athletics programs is the commitment of institutional presidents to maintain regular oversight of the program. Each year, institutions are required to submit the following information for their student-athletes by sport -- high school GPA and SAT scores of the most recent Fall cohort, multiple mid-year academic indicators, and the graduation rates of recent cohorts.

This year's results show that student athletes at Coppin, UMES, UMBC, and Towson are at least as well prepared as and, in many cases, better academically prepared than their peers. Athletes from those institutions also have mid-year academic performance and, subsequently, graduation rates that are as good as, better, or not significantly different than non-athletes. Student-athletes at UMCP have lower rates of academic preparedness, mid-year academic indicators, and graduation rates than their non-athlete peers. The Workgroup believes much of this discrepancy can be attributed to the fact that UMCP enrolls some of the most academically-talented students in the country and world, so the standard of comparison is very high. In fact, although UMCP student-athletes' admission, mid-year performance, and graduation indicators are below their non-athlete peers, UMCP student-athletes are academically similar to the general student body of other USM institutions. The other measure of academic performance reviewed by the ICA Workgroup is the NCAA APR, or Academic Progress Rate, which measures the academic achievement of Division I teams during each academic term. All APR scores at Towson, UMBC, UMCP, and UMES are above the NCAA minimum. The report also details the ranges of multi-year APR scores for each institution. Although all of the programs at UMES meet the required minimum, UMES has implemented plans to improve student-athlete retention, especially in men's basketball, which is close to the 930 minimum. Nevertheless, all of the teams at UMES, Towson, UMBC, and UMCP will be eligible for postseason competition at the end of the 2019-2020 season, since they did not fall below the 930 four-year minimum average. Most of Coppin's teams were above the NCAA APR minimum. However, three sports - women's cross country, women's track, and women's softball - were below the 930 four-year average minimum and will not be eligible for post-season play at the end of the 2019-2020 season. Additionally, nine of Coppin's 12 sports reported a single-year score below 930. Although the multi-year APRs are strong enough for no restrictions to be brought upon those teams, we do make note of the low single-year scores, as, of course, they feed into the four-year averages that do lead to restrictions or not. Academic plans are in place to improve retention for some teams and academic eligibility for others.

Regent Gossett shared details about the three regularly scheduled meetings the ICA Workgroup has with all institutions and stressed the extent to which the USM ICA team maintains communications with the institutions outside of those meetings. Finally, Regent Gossett shared that the USM is keeping an eye on the NCAA's decisions to allow college athletes to benefit from the use of their name, image, or likeness. Chancellor Caret shared that this was initially discussed with the presidents earlier in the week, and he and Regent Gossett agree that this is a multi-layered and complex issue that will need significant attention.

Update: William E. Kirwan Center for Academic Innovation

Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation (KCAI), presented this update on the Center's progress. The USM's William E. Kirwan Center for Academic Innovation was established in June 2013 to enhance and promote the System's position as a national leader in higher education academic innovation. The Center's recently updated mission statement declares, "The Kirwan Center leverages the power of multi-institutional collaboration to increase access, affordability, and achievement for Maryland students. Informed by the diversity of our higher education institutions, findings from the learning sciences, and capabilities of emerging technologies, the Center leads statewide efforts to implement, evaluate, and scale and sustain innovations aimed at student success". The

KCAI brings together academic change leaders from across the System to identify ways to improve the success of students, evaluate the feasibility of these approaches, share findings, and scale-up and sustain promising models. Working at the System level has been vital to the impact that the Center has had to date. That position allows the Center to leverage the collective strengths of USM's diverse institutions. The three-part goal of the Kirwan Center is to (1) reconceptualize the role of academic innovation from peripheral activity to mission critical for student success; (2) build institutional capacity to scale and sustain academic innovation; and (3) develop statewide initiatives that address shared challenges and leverage "systemness" in support of student success. Dr. Bishop shared details of key initiatives within the Kirwan Center including, but not limited to, the Maryland Open Source Text Book Initiative (which has saved 65,000 students more than \$10.4M cumulatively and \$143 per course on average); usmX (which provides System institutions with access to innovative e-learning technologies as well as resources, support, and planning for strategic implementation of online learning); Badging Essential Skills for Transitions (which explores the use of alternative credentials in the form of digital badges to help students actively explore and document (via the "badge") how their curricular and co-curricular experiences are helping them acquire the higher-order skills employers are seeking); and or kith the Greater Washington Partnership. The Kirwan Center is proud to have been able to and will continue to:

- I. Create a collaborative environment to support innovation both among the USM institutions and across the State of Maryland;
- 2. Incubate initiatives aimed at catalyzing change;
- 3. Remove barriers that block progress; and
- 4. Lead the national conversation on academic transformation.

Report: Workload of the USM Faculty - Academic Year 2018-2019

Dr. MJ Bishop, Associate Vice Chancellor and Director of the Kirwan Center for Academic Innovation, presented this report to the committee. As described in the USM Board of Regents Policy on Faculty Workload and Responsibilities (II-1.25), since 1994, the Board of Regents has received this report that synthesizes and scores faculty workload activities, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2018-2019. The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. Since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. Subsequently, this policy was amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity. This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy.

Key findings include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment.
- Over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.
- The number of bachelor's degrees awarded continues to increase (There was USM record 20,255 bachelor's degrees awarded in the most recent year) while four-year graduation rates have also improved this year to the best performance since this measure was first tracked.
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.46 billion in research funding, representing a 2.63% gain over last year.
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 66% of all credit hours produced (up 2% from last year), with part-time and other faculty accounting for 29% and 6% respectively.
- However, over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%. We think this also reflects the overall change in the way that campuses are hiring into research and instructional lines.
- The number of credits produced by part-time faculty (adjuncts, etc.) is down by -3.9% for the same period. Additionally, the number of part-time faculty employed by the institutions has decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014.

Although this revised report reflects the move away from reporting course units to reporting credit hours produced instead, it does not yet incorporate teaching data from UMB, UMGC, and specific colleges and schools at UB, Salisbury, and Towson, and any other departments and colleges that had been exempted from previous year's reports. Data on instruction from those institutions/divisions will be included starting with next year's report. Further, as the institutions' data collection capacities become more sophisticated, this report will incorporate additional measures to illustrate the extent to which faculty are meeting standard workload expectations with respect to their contributions to student success, as well as their disciplines, and the institution/system.

Report: Opening Fall 2019 Enrollments and FY 2020 Estimated FTE

Mr. Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data and Analytics, presented this report to the committee. This annual report is to provide the Board of Regents the fall headcount enrollment attainment and full-time equivalent (FTE) enrollment estimate for the current fiscal year as requested in the Board of Regents III-4.10 - Policy on Enrollment. This report represents the first opportunity to compare the accuracy of the institutional enrollment projections, one year out, to the actual enrollments.

And the first opportunity to compare campus' estimated FTE, as submitted in the budget request, to the FTE enrollment achieved in the fall. Highlights include:

 For the first time since 2013, the preliminary fall enrollment decreased. Preliminary Fall 2019 headcount enrollment at the USM campuses was down from Fall 2018 by nearly 4,000 students. An estimated 172,454 students were enrolled this fall. Usually institutional losses are offset by other institutions' gains, but that did not happen this year.

- The estimated FY 2020 FTE is 131,410, a decrease of -1,156 over FY 2019. Excluding UMGC, USM's FTE was 96,640, a decrease of -982 over FY 2019.
- The largest institutional enrollment decrease was at University of Maryland Global Campus (-1,735), and most of the decrease were part-time students (-1,624)
- Although USM first-time, full-time undergraduate students decreased -5.3%, the cohort remained above 14,000 for the third straight year.
- Across the system, undergraduate enrollment was lower (-2,865).
- Graduate enrollment was down -1,104 students.
- Total enrollment of 11,781 at the USM's Historically Black Institutions decreased (-470) compared to Fall 2018.

Each spring the USM submits to the Board of Regents a ten-year enrollment projection. Based on information provided by the universities, the enrollment projection includes the enrollment changes expected for the next ten fall semesters (beginning this year with Fall 2019) at each USM institution. Across the System, enrollment was lower than projected. The exception was UMB. Not only did the USM not achieve the 1,131 projected growth, the total enrollment was lower at all campuses except for SU and UMB compared to last year. Although the headcount enrollment was nearly 4,000 less than last fall, the total credit hours generated did not decrease proportionately. The FY 2020 FTE Estimate is expected to be about 1,100 less than FY 2019 and close to the FY 2020 Budgeted FTE. Mr. Muntz summarized that enrollment recovery is slower than enrollment loss, as college-ready new undergraduates seeking in-state opportunities is limited. Chancellor Caret briefly shared ways the USM and its institutions are and must continue to establish new pipelines (including, but not limited to, community college and 4-year partnerships) and focus on retention, which remains a key strategy for enrollment stability/growth.

Motion to Adjourn

Regent Gourdine called for a motion to adjourn. The motion was moved by Regent Wood, seconded by Regent Needham, and unanimously approved. Regent Gourdine adjourned the meeting at 10:52 a.m.

Regent Michelle Gourdine Chair

University System of Maryland

BOARD OF REGENTS

Summary of Item for Action, Information, or Discussion

TOPIC: New Academic Program Proposal:

University of Baltimore: Bachelor of Arts in Legal Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Baltimore (UB) proposes a Bachelor of Arts (BA) in Legal Studies that will enable its students to enter a wide range of law-related careers upon graduation. Both national and State research project faster-than-average growth for such jobs.

The program's core courses emphasize practical legal knowledge and skills. Its major electives include courses from government and public policy and criminal justice, as well as from history, philosophy, and communications. This curriculum ensures that graduates will have the ability to apply legal concepts, while also having a strong sense of the context of law and interdisciplinary approaches. In drawing upon UB's wide range of course offerings, the program will allow students versatility and customization to their study. It is designed with upper-division-only courses to facilitate transfer from community colleges and will offer evening courses to accommodate working students.

This BA aligns with UB's existing Master of Arts in Legal Studies, and students in the BA program will have the option of doing an accelerated master's that will give them an enhanced credential faster and at a lower cost. The program's adjacency to the UB School of Law will offer students access to relevant lectures and events, as well as use of the law library and other resources. The closeness of UB to courts, government agencies, law firms, and legal services providers will also give students superior experiential learning options.

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

FISCAL IMPACT: No additional funds are required. The programs 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 Baltimore to offer the Bachelor of Arts in Legal Studies.

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



October 7, 2019

Robert L. Caret, Ph.D. Chancellor University System of Maryland 3300 Metzerott Road Adelphi, MD 20783-1690

Dear Dr. Caret,

Please consider for approval the enclosed proposal for a Bachelor of Arts (BA) in Legal Studies. The University of Baltimore has offered a Master of Legal Studies since the 1980s, and this program leverages the faculty resources of that program to serve undergraduates who seek a law-related career but not necessarily as an attorney. The major is designed entirely with upper-division courses so that it will easily articulate to community college programs in the humanities but also in legal and paralegal studies. The proposed CIP is 22.0000.

Thank you for considering this proposal. If you or your staff members have any questions, please contact Dr. Candace Caraco at (410) 837-5243 or ccaraco@ubalt.edu.

Sincerely,

Darlene Brannigan Smith
Executive Vice President and Provost

Encl.

Office of the Executive Vice President and Provost



UNIVERSITY SYSTEM OF MARYLAND PROPOSAL FOR X New Instructional Program

7 New Instructional 1108	
Substantial Expansion/M	ajor Modification
Cooperative Degree I	Program
X Within Existing Resou	irces
Requiring New Resou	rces
Universi	ity of Baltimore
Institution Subr	mitting Proposal
	l Studies
	Proposed gram
110	gi aiii
BA	Fall 2020
Award to be Offered	Projected Implementation Date
1499-03	22.0000
Proposed HEGIS Code	Proposed CIP Code
Legal, Ethical and Historical Studies	Michele Cotton, JD, PhD; C. Caraco, PhD
Department in which program will be located	Department Contact
410-837-5243	ccaraco@ubalt.edu
Contact Phone Number	Contact E-Mail Address
Signature of President or Designee	Date

A. CENTRALITY TO INSTITUTIONAL MISSION AND PLANNING PRIORITIES

1. Program description and relation to UB mission:

According to its mission statement, "The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community." This proposed new program, a major in Legal Studies (LEST) leading to the bachelor's degree, will help prepare students for various law-related occupations. These occupations include:

- Court administration (court clerks, commissioners, other staff)
- Paralegal, legal assistant, and other legal support
- Government agencies and contractors
- · Legislative and legal policy staff
- · Future practice of law, legal education

This program particularly prepares students for professional roles involving the law that do not require a law degree. However, it will also provide a good foundation for nontraditional students who could decide to pursue a law degree. The University of Baltimore (UB) is the only Maryland institution offering both undergraduate liberal arts majors and a law school, and this proposed program leverages the intellectual and physical resources of the institution to meet student needs and Maryland workforce demands. The program has a number of unique features:

- This major is designed with only upper-division courses, making it as easy to complete for transfer students as for those begin their collegiate career at UB.
- This Legal Studies major will uniquely enable students to engage in particularly valuable internships with the City's legal services providers, social justice organizations, government agencies, law firms, and courts.

UB's location in Baltimore City puts it close to law firms, social justice organizations, and the courts, and at the center of a mass transit hub connecting the school to the region, which gives this program an unparalleled opportunity in Maryland to connect students to internships and to experiential learning opportunities. For example, UB already offers students a one-of-a-kind internship that runs every semester at the Baltimore City District Court – the Court Navigator Program – in which students assist unrepresented litigants with filling out legal paperwork and navigating their way through the legal system. This internship exposes students to experience with legal support, court administration, and government agencies that is especially relevant to many law-related jobs. The Court Navigator Program has received coverage in the Baltimore Sun and has been studied by Georgetown Law School's Justice Lab as an innovation in access to justice.

> Students can take advantage of the events and opportunities available at the immediately adjacent law school.

UB has a law school to which its undergraduates have ready and easy access because

it shares the same campus. This connection and relationship will provide undergraduates in this Legal Studies program with the opportunity to enjoy law school events, benefit from law school resources, and obtain greater knowledge of the law school experience, which will enable them to better understand the legal support roles they may play while also exposing them to law school as a career option.

> Students can tailor their program from a range of courses that are part of UB's Law, Justice and Public Affairs signature area of excellence.

This Legal Studies program is an interdisciplinary program that draws upon UB's uniquely broad range of coursework in Law, Justice, and Public Service. The curriculum for Legal Studies is designed to allow students to take advantage of relevant offerings across the university. The University has recently suspended its Jurisprudence program and amended its Philosophy, Law and Ethics major. The latter is a GPA-restricted program that provides a strong liberal arts foundation based in philosophy for pre-law students. Students interested in a program of study more directly concerned with practical legal skills and knowledge can be served in the Legal Studies program. While Legal Studies students can benefit from courses in history and philosophy, they also take College of Public Affairs courses in criminal justice, policy, and politics and Legal Studies that focus on practical legal skills and knowledge, such as legal research and trial preparation.

Pursue a master's degree or an accelerated master's degree, further developing their skills and knowledge to become more competitive for higher-level lawrelated jobs that do not require a law degree.

UB already has a master's degree program in Legal Studies – the only one of its kind in the State – so this undergraduate major can also serve as a pathway for some students to that even more intensive instruction in legal knowledge and skills that can improve their career opportunities. Further, students in the proposed program with high grade point averages may also apply to an accelerated bachelor's-master's program, saving them time and money while giving them an enhanced skill set.

2. How the program supports **UB**'s strategic goals and evidence of institutional priority

UB's new strategic plan identifies five signature areas of excellence for its undergraduate education, and this new proposed major fits squarely within one of those areas: Law, Justice and Public Affairs. The signature areas of excellence put particular focus on student pathways that can lead students to appropriate career options upon graduation as well as to relevant graduate programs. The undergraduate Legal Studies program could lead students to non-attorney law-related jobs in courts, agencies, or private practices or to graduate study in the existing Master of Arts in Legal Studies, a Master of Science in Criminal Justice, a Master of Public Administration, or to law school.

3. UB commitment to sustaining the program

The proposed program is an outgrowth of a program UB has offered at least since the 1980s, and the resources needed for this program are already in place. This history and the current context should provide assurance that the University can support this

program. UB long offered a Bachelor of Arts in Jurisprudence that served two constituencies, one likely to go on to law school and one more likely to pursue law-related careers that do not require a law degree. Ongoing evaluation of programs has led us to conclude that UB's Bachelor of Arts in Philosophy, Law and Ethics (PLE) will better serve the law-school-bound constituency that formerly majored in Jurisprudence and do so even better than the now suspended Jurisprudence program did. PLE's heavy emphasis on writing and the philosophical and political underpinnings of law will provide the academic rigor appropriate for such students.

However, PLE serves less well those students likely to pursue law-related careers that do not require a law degree, including many transfer students with paralegal and legal studies associate degrees. Most of these students are not law-school-bound but have a developing knowledge and skill set, and a strong interest in law, that should enable them to engage in a variety of other law-related careers. A close review of the needs of most students looking for an applied legal program led us to propose the curriculum described here. Discussions with community college representatives also shaped the design of the program, which can articulate with two-year legal and paralegal studies programs.

This proposed Legal Studies program curriculum will conserve several existing Jurisprudence courses not slated to become part of PLE, as well draw upon undergraduate versions of courses taught in UB's master's degree in Legal Studies, which was first approved in 1980. These courses emphasize practical knowledge, skills, and experience, and shape a major that serves the constituency of transfer students with paralegal and legal studies associate degrees particularly well, as well as other students interested in law but not necessarily legal practice.

B. CRITICAL AND COMPELLING REGIONAL OR STATEWIDE NEED AS IDENTIFIED IN THE STATE PLAN

The 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt focuses on three goals:

Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

Success: Promote and implement practices and policies that will ensure student success. **Innovation**: Foster innovation in all aspects of Maryland higher education to improve access and student success.

This program is fully aligned with UB's mission and history of serving first-generation and non-traditional college students; it is an innovative program in an institution that has the success of nontraditional students as its core purpose. UB is now one of the most diverse institutions in the University System of Maryland, with 47% of its population African American and 32% white. UB provides important educational opportunities for working adults and generally helps expand educational access for the State of Maryland. Data from fall 2019 show the African-American graduation rate at UB (for first-time, full-time freshmen) as slightly higher than the graduation rate of all students. Through a new division of Student Success and Support Services and an expanded Academic Learning Center located in the RLB Library, UB continues to promote student success while providing an affordable, quality education delivered at times and in ways appropriate for its largely part-

time and working population.

This Legal Studies program will expand students' educational opportunities and choices by providing them with an affordable, flexible, well-located, and enriched program that should allow them to seek and obtain a wide-range of law-related jobs in the region. This Legal Studies major would help ensure equitable access to affordable, quality postsecondary education for Maryland residents interested in obtaining law-related jobs. UB especially serves employed, adult, and "commuter students," and they presently have few alternatives for such instruction. Indeed, UB has a well-recognized role in improving students' social mobility that this program would continue to promote by preparing these nontraditional students for meaningful middle-class jobs.

This program would focus on student growth and development in an area of knowledge that not only meets workforce needs, but also is inherently engaging and will enable its graduates to better address important societal needs for individual and social justice. The structure of this program also helps students explore their career options and interests because it exposes them to, and outfits them for, a range of possibilities, from legal support, to court administration, to government agency and government contract work, to legislative analysis, to the practice of law, and to many types of jobs that require legal knowledge and skills. [See Strategy 5 of State Plan – serving the needs of traditional and nontraditional students.]

As a program that focuses on upper-division instruction, this Legal Studies major should be particularly well-suited to transfer students from the many community colleges in the State, including the twelve community colleges that have legal studies and paralegal studies associate degrees. As a program with a manageable number of credits, it should also enable such students to transfer without losing credits and while maintaining a good opportunity for electives that allow for further exploration and academic growth. [See Strategy 6 of State Plan – facilitate prompt completion.]

The internship opportunities available in the program will expose students to both the kind of work that should be available to them upon graduation as well as to potential employers. For example, the unique Court Navigator internship opportunities available through the program allow students to observe and participate in a variety of activities at the local district court that gives them knowledge and skills and also connections for future employment. [See Strategy 7 of State Plan pertaining to Success – career advising integrated into academic advising.]

C. QUANTIFIABLE AND RELIABLE EVIDENCE AND DOCUMENTATION OF MARKET SUPPLY AND DEMAND IN THE REGION AND STATE:

As noted above, this program will prepare students for careers in legal fields that do not require a JD. With a BA and internship experience, students are prepared for entry- and mid-level jobs in court administration, some government jobs, and as legal support.

1. Market demand and anticipated openings

The April 2018 Bureau of Labor Statistics (BLS) Occupational Outlook Handbook indicates that legal occupations generally are projected to grow at 9 percent for the period 2016-2026. The BLS also indicates that paralegal and legal assistant jobs are expected to grow by 15 percent in the next ten years, which is "much faster than the average for all

occupations."² The Maryland Office of Workforce Information and Performance (MOWIP) projects even greater growth than does the BLS, indicating that there will be 19 percent growth in such jobs by 2024.³ The median pay for these occupations is nearly \$50,000⁴; they are white-collar jobs available to graduates with appropriate education.

The University of Baltimore commissioned a study by Hanover Research to look at demand for its programs. The company's most recent analysis (third quarter 2018) examining the alignment between academic programs and labor market demands indicates that those seeking paralegal and legal assistant jobs had among the highest hiring rates of all jobseekers.⁵ The study found a rate of 69 percent, which was nearly as high as that for teachers and instructors (70 percent) and slightly higher than for database administrators (68 percent) and graphic designers (66 percent).⁶ In addition, the *Maryland Daily Record* conducts a Maryland Lawyers Confidence Survey each quarter. Over the surveys for the four quarters of 2017, 23 to 33 percent of law firms responding indicated that they "somewhat" or "strongly" agreed that they would invest in or expand support staff during the next three months. In short, students graduating from this program would have a strong chance of relevant employment.

The LEST faculty collected and examined advertisements from June 2017 to May 2018 from the *Daily Record* for all of the jobs suitable for graduates with degrees in legal or paralegal studies. Jobs advertised there are not all of those that are actually available and also tend to focus on legal support staff, and thus do not represent the full range of jobs in the marketplace that would benefit from applicants with this degree. But there were still 214 apparently discrete advertised openings for those with this type of degree during the one-year period examined.⁷ It should further be noted that few of these ads asked for qualifications that the graduates of this undergraduate program would not have (other than those that specified particular amounts of prior experience). This number of job offerings substantially exceeds the number of graduates from legal and paralegal studies programs in 2017 according to MHEC data.

In addition to meeting this demonstrable demand for paralegals and legal assistants and other law-related jobs that do not require a law degree, this program would also prepare a smaller number of students for law school. While the demand for lawyers is not expected to be as robust as for paraprofessional jobs, it will still be a substantial workforce need in Maryland. This proposed program will help address it, by ensuring that nontraditional students from diverse backgrounds who have the potential to be lawyers will also have a pathway to the profession. The BLS projects 8 percent job growth for lawyers in the next ten years and MOWIP projects 14 percent. These jobs pay over \$100,000 per year on average.

¹ https://www.bls.gov/ooh/legal/home.htm

² https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

³ https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

⁴ https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm

The report uses the term "close rate" rather than "hiring rate." According to the author of the report,

[&]quot;JobsEQ states that this can be used as a proxy for hires, which is how we are using the term in the report."

2. Data on current and projected supply of prospective graduates

There are twelve schools in Maryland that offer a legal or paralegal studies associate degree, creating a significant constituency of potential transfer students for this proposed program. Those schools graduated 124 students with the associate degree in 2017.¹¹ While not all of these students necessarily want or need a bachelor's degree, many of them will benefit from the further instruction available from an appropriate program and can use that additional improvement in skill, knowledge, and experience to become more competitive in the marketplace. The number of associate degree students, and their limited alternatives for further instruction,¹² indicate that there is likely to be sufficient student demand for this program, even if it were marketed only to community college graduates. However, the program should also draw upon some of the students who choose to pursue a 4-year degree at UB, as well as transfer students who decide to pursue legal studies without first having obtained an associate degree in legal or paralegal studies.

D. REASONABLENESS OF PROGRAM DUPLICATION

The only programs in the state that offer bachelor's degrees in similar areas are the Legal Studies BA at University of Maryland University College (UMUC; soon to be University of Maryland Global Campus), Stevenson University's BA in Legal Studies, and Hood College's BA in Law and Criminal Justice. UB also offers a Criminal Justice program which is distinctly different from the Legal Studies proposed program, and the Hood program is more similar to UB's criminal justice degree than the Legal Studies degree will be.

The UB Legal Studies degree would differ from these programs in the following ways:

It is a more flexible program designed primarily for working adults. It can be completed on a part-time basis, and many classes are offered evenings to accommodate students who work during the day.

- 1. However, unlike the UMUC program, it is not entirely online, which benefits those students who prefer, and learn better from, face-to-face instruction.
- 2. It will have a broader curriculum, preparing students to a wide-range of law-related careers. Stevenson's program, which began as a paralegal studies program, and UMUC's online program, which is similar, are more focused on paralegal instruction¹³ and are not as interdisciplinary. Hood College's four-year Law and Criminal Justice program identifies two objectives, specifically preparing students for the practice of law and for work in the criminal justice system, neither of which are the focus of UB's proposed Legal Studies program.¹⁴

⁶ Hanover Research, Q3 2018 Employer Hiring Trends, p. 3.

⁷ This number may involve a few repeats, but some efforts were made to avoid duplication.

⁸ https://www.bls.gov/ooh/legal/lawyers.htm

⁹ https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml

¹⁰ https://www.bls.gov/ooh/legal/lawyers.htm

¹¹ Maryland Higher Education Commission, Trends in Degrees and Certificates by Program Maryland Higher Education Institutions 2004-2017 (March 2018).

- 3. The UB Legal Studies BA will be especially designed to serve transfer students, consisting entirely of upper-division courses, while these other traditional four-year programs are not specially designed for transfers. UB's proposed program is intended to follow up on community college instruction in legal and paralegal studies with more general instruction oriented to a wider range of law-related jobs, including but not particularly paralegal work. Stevenson University's four-year program was originally designed specifically for paralegal instruction and is ABA accredited for that purpose.¹⁵
- 4. It will have a better connection to opportunities. Because of its location in the City of Baltimore near courts, government agencies, legal services providers, and law firms it will have a better ability to provide students with internships and to connect them to future employers. Further, in being adjacent to the law school and one of several Law, Justice and Public Service programs at UB, it will offer students more ways to explore and develop their interest in law.
- 5. It will be in a more accessible location for students who work in the city of Baltimore and those in Maryland metropolitan areas who use public transportation. Unlike Stevenson, UB is easily reached by a number of modes of public transportation from anywhere in the State and region. Hood is located in Frederick and is also not very accessible by public transportation.
- 6. UB is a public institution, and its tuition is approximately one quarter that of Stevenson and Hood. UMUC has a tuition similar to UB's but only offers online instruction.¹⁶
- 7. It will provide its students with a ready pathway to a related Legal Studies master's degree program, including the option of an accelerated master's, offering students access to more extensive instruction not available elsewhere and the opportunity to complete both BA and MA more quickly and at a reduced cost.

Data indicate that there are enough students interested in law-related careers and enough jobs in the marketplace for the small number of institutions that offer Legal Studies bachelor's degrees to maintain thriving programs. Further, there are enough differences between these institutions and their missions to indicate that they serve different constituencies and provide students with appropriate alternatives.

E. RELEVANCE TO HIGH-DEMAND PROGRAMS AT HISTORICALLY BLACK INSTITUTIONS (HBIS)

This program would not have an adverse impact on the State's Historically Black Institutions as it would not compete with their programs. None of those institutions have a program that closely resembles this one.

F. RELEVANCE TO THE IDENTITY OF HISTORICALLY BLACK INSTITUTIONS (HBIs)

This program	is not	offered	at any	HBIs in	Maryland	nor	does it	infringe	on the	identity	of
HBIs.											

¹² See Reasonableness of program duplication section below for further discussion.

¹³ http://www.stevenson.edu/academics/undergraduate-programs/legal-studies

¹⁴ https://www.hood.edu/academics/programs/law-criminal-justice

G. ADEQUACY OF CURRICULUM DESIGN, PROGRAM MODALITY, AND RELATED LEARNING OUTCOMES

1. How the program was established and faculty overseeing the program

As described above, this Legal Studies program was developed initially through faculty review of existing programming. The motivating concern was for serving the students who would ordinarily have been attracted to the existing but slated-for-suspension Jurisprudence program and expanding the existing Legal Studies master's degree program (both in the Division of Legal, Ethical and Historical Studies in the College of Arts and Sciences) to try to better meet the needs of such students. Further conversation with faculty in the College of Public Affairs resulted in identifying elective coursework that could help students prepare for various law-related careers. The faculty overseeing the proposed Legal Studies BA are those involved in the Legal Studies master's degree program. Faculty teaching in the program would be drawn from both the College of Arts and Sciences and the College of Public Affairs. (See below at section I for a list of faculty, their titles, and credentials.)

The program was approved through the usual shared governance curriculum processes, and it has had review by faculty in the College of Arts and Sciences and in the College of Public Affairs. It took a substantial period in the curricular review process to make sure that the curriculum reflected the best selection of courses to prepare students for a range of law-related careers.

2. Educational objectives and learning outcomes

The overall objective of this major will be to provide students with the legal skills, knowledge, and experience to be competitive applicants for existing law-related jobs that do not require a law degree. In addition, the program has a secondary objective of helping students who may soon or eventually go on to law school to be well-positioned and well-prepared to pursue that option. Student learning outcomes are designed around these educational objectives.

Student learning outcomes

By completing this program, students will be able to:

- 1. Employ appropriate technologies and strategies to accomplish tasks that facilitate the achievement of legal objectives.
- 2. Locate, analyze, and evaluate sources of law and communicate effectively orally and in writing about how such sources help answer legal questions.
- 3. Demonstrate an understanding of how the legal system works, including how law is developed, interpreted, and enforced, and the roles played by various participants in the legal system.
- 4. Demonstrate critical thinking and problem-solving skills using knowledge of the law and understanding of the context in which law operates.

¹⁵ https://www.umuc.edu/academic-programs/bachelors-degrees/legal-studies-major.cfm

¹⁶ The National Center for Education Statistics College Navigator gives UB's 2017-18 in-state tuition and fees as \$8,824, Stevenson's as \$36,182 and Hood's as \$37,960.

These learning outcomes focus on the skills, knowledge, and experience appropriate for students seeking to perform law-related jobs.

3. Assessment

Procedures for evaluating courses, faculty, and learning outcomes

Regular faculty at UB are evaluated through annual performance reviews, progress toward tenure and post-tenure reviews, and student evaluations of individual courses.

Programs participate in regular self-studies that involve evaluation of program performance data and external reviews. The USM Board of Regents regularly reviews these self-studies as well as UB's enrollment and graduation numbers. The self-studies require evidence of student learning assessment and examples of using assessment data for program improvement.

UB program directors engage in data collection and assessment procedures (managed through TaskStream) for courses and programs each semester based on a triennial plan for review of all program student learning outcomes. This direct evidence of course/program assessment is used to formally evaluate the achievement of student learning outcomes for the purposes of course and program revision.

4. Program requirements

The proposed program will require 33 semester credit hours (sch).

18 required credits

15 elective credits

All of the courses in the proposed program have already been taught at the University of Baltimore. Two are Jurisprudence courses that will be revised somewhat so that the student learning outcomes are better tailored to the specific constituency of Legal Studies students rather than the broader audience of the BA in Jurisprudence. Another is a History course that has been redesigned to better suit this constituency. Four are LEST MA courses that have been adapted to undergraduates (all four of which have already been offered to undergraduates).

Required:

HIST 340	American Legal History	3sch	Elizabeth Nix
LEST 401	Legal Foundations	3sch	
LEST 402	Legal Research and Analysis	3sch	
LEST 403	The Trial Process	3sch	Michele Cotton
JPLA 496*	Internship	3sch	Michele Cotton and
	·		Justin Hollimon
JPLA 498*	Capstone Project	3sch	Michele Cotton

[*JPLA courses will be given an LEST abbreviation after approval and PeopleSoft programming adjustments]

Major Electives:

Two courses from the following (College of Arts & Sciences [CAS]):

LEST 400	Topics in Legal Studies	3sch	Various
HIST 325	Prisons and Police in US History	3sch	Joshua Davis
HIST 434	Constitutional History	3sch	History staff
HIST 364	Civil Rights in US History	3sch	Elizabeth Nix
HIST 438	Great Trials in History	3sch	History staff
HIST 440	History of Common Law	3sch	Jason Trumpbour
CMAT 320	Argumentation, Debate & Society	3sch	Jennifer Keohane
PHIL 250	Social and Political Philosophy	3sh	Joshua Kassner

And three courses from the following (College of Public Affairs [CPA]):

GVPP 300	American Political Institutions	3sch	Sheridan Yeary
GVPP 315	Public Policy Analysis	3sch	David Juppé
GVPP 345	The Legislative Process	3sch	Stephen Lafferty
GVPP 348	State and Local Government	3sch	John Willis
GVPP 425	Administrative Law and Processes	3sch	Larry Thomas
GVPP 461	Md Gov Processes and Politics	3sch	John Willis
CRJU 200	Criminal Justice	3sch	Renita Seabrook
CRJU 330	Criminal Law	3sch	Patricia Hall

Note: Students can request to take a second LEST 400 course or second JPLA 496 internship in the place of any of these electives.

This constellation of courses should create efficiencies and synergies, by combining and connecting master's degree graduate students and upper division undergraduate students who are all interested in law-related jobs (and some in going on to law school), and do so under the commonly-understood rubric of Legal Studies. It will also provide an appropriate "home" for some of the students traditionally attracted to the Jurisprudence program that has been suspended but serve the needs of this constituency even better though this coursework focused on legal skills, knowledge, and experience.

5. Course listings and descriptions

Required courses (semester credit hours in parentheses):

HIST 340 American Legal History (3) A general survey of the development of American law from colonial times to the present. Emphasizes the importance of social change and political conflict in legal development. Topics include the reception of English law in the colonies, the establishment of the federal court system and the struggle to modernize American law in the 19th and 20th centuries. Coursework involves the

analysis of original legal documents and materials.

LEST 401 Legal Foundations (3) In-depth exploration of the organization of the American legal system. Examines how law is organized as a field of knowledge and practice and how it functions as an instrument of government and arena of dispute resolution. Also considers the context of law and law's effectiveness in promoting justice and social policies. [A version of this LEST 501 course, modified to make it suitable for undergraduates, is running in Fall 2019.]

LEST 402 Legal Research and Analysis (3) Intensive course on the ways law and regulations are made and interpreted, the sources of legal research and proper styles of legal citation. Students are required to learn how to read and analyze court decisions and to write effectively about legal issues. [A version of this LEST 500 course, modified to make it suitable for undergraduates, ran Spring 2018 and Spring 2019.]

LEST 403 The Trial Process (3) The procedural, evidentiary and strategic aspects of litigation. Introduces the basics of pleadings, discovery, motion practice, rules of evidence and trial techniques. Covers how court cases are initiated, prepared and tried. Includes participation in a mock trial. [A version of this LEST 626 course, modified to make it suitable for undergraduates, ran Fall 2018.]

LEST 496 Internships (3) Working at an organization, government entity or business that provides an experience relevant to Legal Studies. Students may choose from established internship options or propose an independently-arranged internship option for approval. [There are two existing options that may be appropriate, including at the Legal Aid Bureau and at the Baltimore City District Courthouse (the Court Navigator Pilot Project).]

LEST 498 Capstone (3) Students consult with the instructor or another faculty member with relevant expertise to develop a mutually agreed-upon capstone project that employs legal skills and knowledge. Examples include legal memoranda, analyses of legislation, and legal problem-solving proposals. Prerequisite: Permission of Program Director.

Major Electives:

LEST 400 Topics (3) Varying course offering addressing a legal studies topic or cross-listing a graduate course of interest to legal studies majors. Course may be repeated for credit when topic changes.

HIST 325 Prisons and Police in U.S. History (3) Examines the history of such topics as mass incarceration, the origins of urban law enforcement, convict labor, the War on Drugs, the growth of federal law enforcement agencies and how racial inequality has shaped prisons and policing. May not be used to meet major requirements in the BS in Criminal Justice.

HIST 364 Civil Rights in U.S. History (3) Explores how legal institutions, leaders and grass-roots movements in the United States have pursued, debated, and defined the concept of civil rights in relation to race, gender, sexuality, disability, immigration status

and more.

HIST 434 Constitutional History (3) A historical study of the background and establishment of the American Constitution and its political and social effects on American life from 1789 to the 20th century.

HIST 438 Great Trials in History (3) A study of the interplay between society and the conduct and outcome of some controversial criminal trials. With each offering of the course, some of the following trials are studied: Guiteau, Dreyfus, Casement, Sacco- Vanzetti, Scopes, Scottsboro, Hiss and Rosenberg.

HIST 440 History of Common Law (3) A study of the common law of Great Britain and the United States through its development in medieval Europe and into the modern period. Both procedure and substance are emphasized. Parallels the School of Law course but is conducted at an undergraduate level. Credit earned in this course cannot be transferred to the School of Law.

CMAT 320 Argumentation, Debate and Society (3) Issue analysis, evidence evaluation, critical reasoning and counter advocacy. The principles of argumentation and debate are applied through student presentations and critical observation of contemporary debate in legal and legislative bodies. Laboratory fee required. **PHIL 250 Social and Political Philosophy** (3) Examines the values and principles that establish and justify societies and that determine the rights and responsibilities of a society to its own members; of the members in relation to each other and to the society as a whole; and of a society in relation to other societies. The course considers the application of these principles to such issues as justice, human rights, political and social institutions, and international relations.

GVPP 300 American Political Institutions (3) The role and interrelationship of the federal, state, and local governments in the formulation and implementation of public policy are examined. Major contemporary issues are explored to illustrate the policy making process. The specific policy issues studied vary from semester to semester.

GVPP 315 Public Policy Analysis (3) Students will gain a foundation in policy analysis -the process of creating, critically assessing and communicating information to determine which of various policy alternatives will best achieve a given goal(s) within the American policy arena. Students will understand the policy process and analysis by: Defining, assessing, and describing public problems; Identifying policy goals and criteria to assess possible strategies; Crafting appropriate policy options by borrowing, adapting, and creating; Analyzing and predicting the effects of alternative policy options; and Communicating policy advice in written and oral presentations. Prerequisites: None.

GVPP 345 The Legislative Process (3) An examination of legislatures in the American system of government. Emphasis is placed on the study of the representative function of legislatures, of the ways in which they operate, and their impact on public policy.

GVPP 348 State and Local Government (3) Emphasis on the organization, powers, and functions of state, local, county, and municipal governments. Government in theory and

practice at different levels in the state of Maryland.

GVPP 425 Administrative Law and Processes (3) The growth of the administrative process in the United States, the necessity for the delegation of legislative authority to administrative agencies, and the need for judicial control of the bureaucracy. Emphasis on federal, as well as State of Maryland, administrative and regulatory processes.

GVPP 461 Maryland Government Processes and Politics (3) A study of the structure of Maryland's three branches of government and their relationship to interest groups, political parties, and public policies.

CRJU 200 Criminal Justice (3) Examines the fundamental concepts of the criminal justice field; the history, philosophy, social development and operations of police, courts, and corrections in a democratic society; and criminal justice careers.

CRJU 330 Criminal Law (3) An examination of the general and specific parts of the substantive criminal law in the United States, its development within historical and societal contexts, and its representation in statutory and case law. Consideration is given to problems of application and interpretation of the written law.

6. General Education and Graduation Requirements:

UB requires 38 credits of General Education:

- Arts & Humanities (9 credits)
- Social & Behavioral Sciences (6 credits)
- Physical & Biological Sciences (7 credits)
- Mathematics (3 credits)
- English Composition (6 credits)
- General Education Electives (7+ credits)

These requirements can be met through UB's freshman program and UB courses certified by a faculty review process to meet the General Education learning outcome requirements. Most requirements may also be met by transfer of courses that meet State general education requirements as outlined in COMAR; UB also requires an upper-division writing requirement (UCOMP) and an upper-division ethics course. The University also has Graduation Requirements that can be met through a variety of general electives, General Education, and major requirements.

The UB Graduation Requirements (GR) are in the following areas:

- Information Literacy
- Technological Fluency
- Oral Communication
- Global Awareness & Diverse Perspective
- Capstone Experience

The requirements for the major and the University can all be met in 120 hours.

Sample schedule for a full-time student (Easily adapted for a part-time degree – Learning Communities are linked courses for freshmen, but distinct courses that meet requirements are also

available at other times and in other formats)
(CAS = College of Arts & Sciences; CPA = College of Public Affairs)

Freshman Year (fall)	Freshman Year (spring)
Learning Community / Arts & Humanities	COSC100 or COSC150 (Tech Fluency GR)
General Education	
Learning Community / Social & Behavioral	CMAT201 (Oral Comm GR & GE elective)
Science General Ed	
Learning Community / IDIS101	Physical and Biological Science (non-lab)
WRIT101**	INFO I I 0 - Info Lit GR
Gen Ed MATH (options available)**	Social and Behavioral Science Gen Ed
Sophomore Year (fall)	Sophomore Year (spring)
Arts & Humanities General Educ. Course	CAS or CPA Major Elective
Physical and Biological Science General	Global & Diverse Perspective GR elective
Education (with lab)	
CAS or CPA Major Elective	CAS or CPA Major Elective
General Ed Elective	Free Elective
Free Elective	Free Elective
Junior Year (fall)	Junior Year (spring)
WRIT300-UCOMP Gen Ed	LEST403
LEST402	CAS or CPA Major Elective
LEST401	IDIS 302 or PHIL301-AHE Gen Ed
HIST 340	CAS or CPA major elective
Free Elective	Free Elective (minor, if student wishes)
Senior Year (fall)	Senior Year (spring)
LEST496	LEST498 (meets GR Capstone)
CAS or CPA Major elective	Free Elective (minor)
Free Elective (minor)	Free Elective (minor)
Free Elective (minor)	Free Elective

^{**}Note-If student tests into developmental MATH and/or WRIT100, accommodations to the schedule will be made by First Year Experience advising during 1st and 2nd semesters.

The number of free electives makes it possible for a student to complete a minor if the student wishes to do so. The student could also have the opportunity to complete a minor and enter an accelerated bachelor's to master's program (if accepted to the accelerated program).

- 7. This program will not have specialized accreditation.
- 8. The program will not contract with other organizations, although there will be articulation agreements.
- 9. The UB catalog and website provide information on financial aid, costs, payment policies, and contact information for students with questions.
- 10. Recruitment, advertising, and admissions materials will clearly and accurately represent

the proposed program and the services available. The University is monitored in these elements by both the USM and the Middle States Commission for Higher Education.

H. ADEQUACY OF ARTICULATION

This program is intended to articulate smoothly with associate degrees from Maryland community colleges. It was designed with Legal Studies and Paralegal Studies associate degree programs in mind and after consultation with faculty at community colleges. UB has other programs that will accept an associate degree in a block transfer, and that could be an option here for Legal Studies and Paralegal Studies students. UB accepts credits not only from AA and AS programs, but also from AAS programs, where some credit may be accepted as general elective credit. UB also has articulation agreements that are more specific, and the BA in LEST would seek to have articulations specific to relevant AAS programs, not just AA and AS programs.

A **sample** full-time schedule for transfer from an AAS program in Paralegal Studies appears below. Specifics depend on the requirements of the Paralegal Studies program completed and which general education courses the student in an AAS completed. If a student completed a 3-credit college-level English course, one general education science course of 3 credits, and an oral communications course of 3 credits, plus at least 9 other general education credits as required by COMAR, then the remaining general education can be completed by the sample schedule below (which can easily be adapted for a part-time student; it can also be adapted to include oral communication and other general education or graduation requirement needs):

Course Abbreviation	Course Name/Requirement	Semester after transfer
BIOL 111 (4) or BIOL 121-122 (4) or ENVS 221 (4)	General Education Lab Science (Human Biology with lab or Fundamentals of Biology with lab or Science of the Environment with lab options)	Fall I
IDIS 302 or PHIL 301	Arts & Humanities Upper-Division Ethics	Fall I
WRIT 300	Composition – Upper-Division Writing (UCOMP)	Fall I
LEST 401	Legal Foundations	Fall I
LEST 400 or other approved major elective	Topics in Legal Studies	Fall I
LEST 402	Legal Research and Analysis	Spring I
HIST 340	American Legal History	Spring I
PHIL 250 or other approved major elective	Social and Political Philosophy [PHIL 250 also meets requirement for Arts & Hum. Gen Ed]	Spring I
CRJU 200 or other approved major elective	Criminal Justice (also counts for Soc & Beh Science Gen Ed)	Spring I
Elective	Elective (can complete other Gen Ed or GR requirements)	Spring I
LEST 403	The Trial Process	Fall 2

JPLA 496	Internship	Fall 2
CRJU 330 or other		Fall 2
approved major	Criminal Law	
elective		
Elective	Elective (can complete other Gen Ed or GR requirements)	Fall 2
Elective	Elective (can complete other Gen Ed or GR requirements)	Fall 2
JPLA 498	Capstone Project (GR)	Spring 2
GVPP 300 or other		Spring 2
approved major	American Political Institutions	
elective		
Elective	Elective	Spring 2
Elective	Elective	Spring 2
Elective	Elective	Spring 2

Note: Students can request to take a second LEST 400 course or second JPLA internship in the place of any of these major electives.

I. RESOURCES AND FINANCE

1. Adequacy of faculty resources

The following faculty are already teaching the courses designated for the program and are expected to be the faculty relied upon to teach (and continue to teach) the courses relevant to the new Legal Studies program. These faculty, with terminal degrees and institutions, are listed below, along with the courses each are expected to teach.

Michele Cotton, Associate Professor (full time). Ph.D., Brandeis University; J.D., New York University School of Law. Expected to be the Legal Studies BA program director (as well as continue to direct the LEST MA program). Will teach LEST 402 Legal Research and Analysis and LEST 403 The Trial Process. Will also co-teach LEST 496 Internships and supervise LEST 498 Capstone.

Joshua Clark Davis, Assistant Professor (full time). Ph.D., University of North Carolina at Chapel Hill. Expected to teach HIST 325 Prisons and Police in U.S. History.

Justin Hollimon, Adjunct Professor. J.D., Howard University School of Law. Expected to teach LEST 496 Internships.

David Juppe, Adjunct Professor. D.P.A., University of Baltimore. Expected to teach GVPP 315 Public Policy Analysis.

Joshua Kassner, Associate Professor (full time). Ph.D., University of Maryland, College Park; J.D., University of Baltimore. Expected to teach PHIL 250 Social and Political Philosophy.

Jennifer Keohane, Assistant Professor (full time). Ph.D., University of Wisconsin-Madison. Expected to teach CMAT 320 Argumentation, Debate and Society.

Michael Moran, Adjunct Professor. J.D., University of Baltimore School of Law. Expected to teach LEST 401 Legal Foundations.

Elizabeth Nix, Associate Professor (full time). Ph.D., Boston University. Expected to teach HIST 379 Civil Rights in U.S. History.

Renita Seabrook, Associate Professor (full time). Ph.D., Rutgers, The State University New Jersey, Newark. Expected to teach CRJU 200 Criminal Justice.

Larry Thomas, Professor (full time). Ph.D., University of Tennessee. Expected to teach GVPP Administrative Law and Processes.

Jason Trumpbour, Adjunct Professor. J.D., Duke University School of Law; Ph.D., Cambridge University. Expected to teach HIST 340 American Legal History and HIST 440 History of Common Law.

John Willis, Executive in Residence. J.D., Harvard Law School. Expected to teach GVPP 348 State and Local Government and GVPP 461 Maryland Governmental Processes and Politics.

J. Adequacy of library resources

UB is a constituent member of the University System of Maryland, and as such is able to participate in sharing electronically and through interlibrary loan paper documents and a tremendous number of books and journals. The Bogomolny Library at UB is a government repository library, providing resources germane to this major, and the School of Law provides distinct services targeted to legal professionals. Legal research relevant to this program can be done through the library's online legal database resources. The School of Law, located in the state-of-the-art Angelos Law Center, is ABA-approved and a member of the AALS. Thus, the law library has demonstrated its sufficiency in providing legal resources, which will also support this program. UB has long offered online programming, and both libraries are equipped to serve students face-to-face and through online resources.

K. Adequacy of physical facilities, infrastructure and instructional equipment

This proposed major relies on existing classrooms and office space. No new faculty need to be hired, and UB has sufficient instructional technology.

L. Adequacy of financial resources with documentation

Since this program takes advantage of existing, ongoing courses that are already being offered in other programs, it is anticipated that it will impose little additional cost on the University, as its students will mainly enlarge the class sizes of those existing courses. In the early part of program implementation, the small additional numbers of students initially expected should not have much of an impact even on class size. At the same time, the program should increase the revenue for the university, as the LEST BA students pay tuition while attending classes that are already being offered anyway.

It could be the case as program implementation continues past the early years, if the program becomes more successful at attracting students, that it could require an increased commitment of resources. For example, it may be necessary to run more sections of certain classes and/or to run certain classes more frequently. If enough students join the program for such measures to be necessary, these students should also provide the increased tuition revenues to offset such increased costs.

TABLE I: PROGRAM RESOURCES							
Resource Categories	Year I	Year 2	Year 3	Year 4	Year 5		
I. Reallocated Funds	n/a	n/a	n/a	n/a	n/a		
2. Tuition/Fee Revenue (c + g below)	\$93,984	\$173,142	\$219,560	\$279,940	\$367,500		
a. Number of F/T Students	4	6	8	10	12		
b. Annual Tuition/Fee Rate*I	\$9,096	\$9,277	\$9,463	\$9,652	\$9,845		
c. Total F/T Revenue (a x b)	\$36,384	\$55,662	\$75,704	\$96,520	\$118,140		
d. Number of P/T Students	5	10	12	15	20		
e. Credit Hour Rate	\$960	\$979	\$999	\$1,019	\$1,039		
f. Annual Credit Hour Rate*2	12	12	12	12	12		
g. Total P/T Revenue (d × e × f)	\$57,600	\$117,480	\$143,856	\$183,420	\$249,360		
3. Grants, Contracts & Other External Sources	n/a	n/a	n/a	n/a	n/a		
4. Other Sources	n/a	n/a	n/a	n/a	n/a		
TOTAL (Add I – 4)	\$93,984	\$173,142	\$219,560	\$279,940	\$367,500		

Tuition calculation:

^{*2:} PT students are assumed to be taking 6 credits per semester (2 courses \times 3 credits each). The current tuition rate for per-time students is used for year 1. Thereafter a tuition increase of 2% is assumed. There are no program specific fees.

TABLE 2: PROGRAM EXPENDITURES						
Expenditure Categories	Year I	Year 2	Year 3	Year 4	Year 5	
I. Faculty (b + c below) *	\$5,462	\$8,193	\$12,000	\$13,655	\$16,386	
a. Number of FTE	n/a	n/a	n/a	n/a	n/a	

^{*}I: The current cost per semester for full-time students is used for year 2. Thereafter a tuition increase of 2% is assumed.

b. Total Salary	\$5,462	\$8,193	\$12,000	\$15,000	\$18,000
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add I – 7)	\$5,462	\$8,193	\$12,000	\$15,000	\$18,000

^{*} Program will be taught primarily by current full-time faculty. Most courses are used by more than one program. Certain JPLA courses have been taught in the Jurisprudence program, which is being suspended; JPLA courses will either be converted to Philosophy, Law & Ethics courses or to Legal Studies courses (as noted above). The impact on faculty loads is net zero. Certain courses will be taught by adjunct faculty, all of whom have taught in the existing MA in Legal Studies program. Year I expenditures include funding for 2 adjunct faculty members, each teaching one 3-credit course (\$273 I per course). Subsequent years include the addition of one adjunct faculty member per year, teaching one additional 3-credit course per year; years 3-5 assume \$3,000/3-sch course cost.

L. ADEQUACY OF PROVISIONS FOR EVALUATION OF PROGRAM

The USM oversees academic program review by constituent institutions. Programs engage in self-study with a peer review component on a 7-year cycle. (Specialized accreditation may be used for this process but is not relevant here.) The program review process includes a review of enrollment and graduation numbers, assessment of student learning and how that assessment is used in the service of program improvement, and notable achievements and challenges. The Board of Regents reviews the key data and action plans of each program.

Program assessment is also required for regional accreditation through Middle States.

M.CONSISTENCY WITH STATE'S MINORITY ACHIEVEMENT GOALS

The University of Baltimore is an unusually diverse institution with a strong culture around access and inclusion. About 47 percent of UB students are African Americans and 32 percent white.¹⁸ The University serves nontraditional students, which includes many minority students who are also working adults. The University cannot achieve its academic goals without ensuring the success of minority students.

The University's current strategic plan articulates diversity, equity, and inclusion as central values, and one of the strategic goals is to strengthen UB's commitment to diversity, equity, and inclusion.

- N. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION N/A
- O. ADEQUACY OF DISTANCE EDUCATION PROGRAMS N/A The program will be delivered in a face-to-face format.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:

University of Maryland, College Park: Bachelor of Arts and Bachelor of Science in Immersive Media Design

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland proposes to establish a bachelor's program (Bachelor of Arts and Bachelor of Science) in Immersive Media Design through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. The field of Immersive Media Design encompasses a broad spectrum of practices drawing from both the creative arts and computing sciences, including augmented and virtual reality, computer graphics and game programming, digital fabrication, software art, tangible computing, interactive installations, and computer sensing. Immersive Media Design allows for the creation of multisensorial content that actively engages its participants in deep interactivity in both virtual and physical settings. The program will contribute to economic sectors and industries that are focal points for Maryland, including defense, life sciences, computing, virtual gaming technologies, and digital health care.

Along with a set of core major requirements, the proposed major has two tracks, allowing students to pursue either the artistic or the computing side of the degree. Students in the Computing Track will take 77 credits and earn a Bachelor of Science; Students in the Emerging Creatives Track will take 59 credits and earn a Bachelor of Arts.

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

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

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland, College Park to offer the Bachelor of Arts and Bachelor of Science in Immersive Media Design.

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



Main Administration Building College Park, Maryland 20742 301,405,5803 TEL 301,314,9560 FAX

October 2, 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 bachelor's program in Immersive Media Design. 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, and was recommended for approval by the University Senate at its meeting on October 2, 2019. 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

Will dan

Bonnie Thornton Dill, Dean, College of Arts and Humanities

Amitabh Varshney, Dean, College of Computer, Mathematical, and Natural Sciences

UNIVERSITY SYSTEM OF MARYL	AND INSTITUTION PROPOSAL FOR
X New Instructional Proj	gram
Substantial Expansion,	/Major Modification
Cooperative Degree Pr	rogram
Within Existing Resour	
Requiring New Resour	
——————————————————————————————————————	ices
University of Maryla Institution Submi	
Immersive Me Title of Propose	
Bachelor of Arts and Bachelor of Science (two tracks)	Fall 2020
Award to be Offered	Projected Implementation Date
0704.00	11.0804
Proposed HEGIS Code	Proposed CIP Code
Department of Art and the Department of	Brandon Morse (Art) and Roger Eastman
Computer Science	(Computer Science)
Department in which program will be located	Department Contact
Morse: 301-405-1462	Morse: Bmorse1@umd.edu
Eastman: 301-405-2773	Eastman: reastman@umd.edu
Contact Phone Number	Contact E-Mail Address
Mih & de	10-2-2019

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

Description. The University of Maryland proposes to establish a bachelor's program in Immersive Media Design (IMDM) through a unique cross-campus collaboration of expert faculty and resources, predominantly in Studio Art and Computer Science. This multidisciplinary major will strengthen the creative, scientific, and scholarly foundations needed to advance the extraordinary potential applications in Maryland of emerging technologies in immersive media. Such technologies include most notably Augmented and Virtual Reality (AR and VR), but also advanced interfaces with projective, gestural and other real time, interactive media that surround or immerse the user. The creation of effective, inventive immersive environments and supporting technologies demands a new way of thinking and teaching. The program will contribute to economic sectors and industries that are focal points for Maryland, including defense, life sciences, computing, virtual gaming technologies, and digital health care. In addition, it will catalyze direct linkages to the computer games industry that is heavily influenced by synergies between computing, education, engineering, art, and design. These disciplines contribute to some of the existing top workforce needs, including positions in software development, computer systems analysis, computer programmers, and graphic designers.

Relation to Strategic Goals. The proposed Immersive Media Design major relates directly to UMD's strategic goals by adding to its STEM program offerings in a rapidly expanding workforce area. The applications for immersive media that include virtual and augmented reality (VR and AR) are vast. This major will serve the University of Maryland's mission in pursuing five strategic goals: I) developing educational opportunities in immersive media; 2) creating a new multidisciplinary major that offers alternate, yet high-demand academic pathways for students; 3) drawing exceptional undergraduate talent with a nationally-unique program in arts and computing; 4) fostering new opportunities for research, scholarship, and creativity that are interdisciplinary and will define future disciplines for the new media landscape; and 5) synergizing with key economic drivers in Maryland, including the digital media industry.

Funding. Resources for the new program will be drawn from funds allocated to the University by the Governor's Workforce Development Initiative, from the sponsoring departments and colleges, and reallocated funds from the campus. It is anticipated that this major will also be a catalyst for securing multi-institutional research and education grants from nearby federal agencies and other sources.

Institutional Commitment. The program will be administered jointly by the departments of Computer Science (within the College of Computer, Mathematical, and Natural Sciences) and Art (within the College of Arts and Humanities) through a new multidisciplinary partnership. Once the program is established, it is anticipated that other departments and colleges will join through their existing faculty expertise in digital media design, digital storytelling, videography and computational storytelling.

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

Need. The National Academy of Engineering has identified enhancing virtual reality as one of the grand challenges for the 21st century. VR and AR are on their way to evolving as an eighth mass market, following print, recordings, cinema, radio, TV, the Internet, and mobile technology. Just as mobile technology has connected everyone to the world around them, immersive virtual and augmented reality is the next leap forward in the ever-expanding information revolution. By overlaying, or augmenting, digital information on top of real-world settings, immersive augmented reality allows people from all walks of life—health care professionals, educators, industrial workers, artists, and everyday people—to see and use the information that matters most to them. The creation of such media demands a skill set that represents a blend of training in aesthetics, media theory and formalism concatenated with technically demanding skills in programming, mathematics, and related fields such as data visualization.

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State Plan. The proposed program aligns with strategies 7 and 8 in the Maryland State Plan for Postsecondary Education. Strategy 7, to "enhance career advising and planning services and integrate them explicitly into academic advising and planning," will be pursued through senior capstone projects in which students use their education to work on real-world applications of immersive media. A required component of the capstone year of the IMDM program is that each student work with an external mentor. While the mentor can come from within the university community, students will be encouraged to identify a professional from a relevant industry or field outside the campus. The IMDM curriculum is also ideally suited to address strategy 8, which is to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness." The State Plan also specifically outlines trends that underscore the need for educational innovation to include the need for more high-tech, cyber security, health, and education workers. The IMDM program explicitly addresses this need.

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

Broadly speaking, the field of Immersive Media Design encompasses a constellation of industries from computer science, entertainment, game design, graphic design, industrial design, the fine arts, architecture, and other related fields. Virtual and Augmented Reality as a field unto itself is in its infancy, and as such, employment and market data are sparse. While market projects vary considerably, all indicate that AR/VR as a field is set to expand rapidly over the next five to ten years. A 2019 five-year projection of total AR/VR spending by Markets and Markets suggests that AR/VR markets will grow from \$8B in 2018 to nearly \$45B in 2024. A recently updated forecast by Statista predicts \$160B worldwide in 2023. Govini – a government spending analysis firm – showed that Department of Defense spending alone on AR/VR grew at a 16.9% compound annual growth rate between 2012 and 2017. Given the importance of federal spending in Maryland, the potential for AR/VR use in governmental training and similar applications is significant. A January, 2017 report by TechCrunch anticipates that by 2021, AR/VR fields could command a market of \$108B annually², and a recent International Data Corporation (IDC) study shows that spending on AR/VR services will reach \$27B in 2018, a 92% increase over spending in 2017; a 2018 IDC study expects a five year compound annual growth rate of 72% (2017-2022)³.

A campus committee that was formed to explore establishing an IMDM major assessed the student demand for the program by conducting a survey of current UMD students from December 11 to December 16, 2016. Of the 1134 responses received, nearly half of the students (48%) either strongly agreed or agreed that they would have an interest in enrolling in an Immersive Media Design major if it were offered on campus. Majors represented by those who strongly agreed included Computer Science, Art, Electrical/Computer Engineering, and Mechanical Engineering.

D. Reasonableness of Program Duplication

A number of universities within the state of Maryland offer programs that have degree programs that explore, to varying degrees, the overlap of technology and the arts. These include:

- University of Maryland, Baltimore County Degrees Offered: BA, BFA Visual Arts with a Concentration in Animation/Interactive Media
- 2) Bowie State University Degrees Offered: BS in Visual Communication and Digital Media Arts (VCDMA) with a Concentration in Animation & Motion Graphics, Digital Cinema & Time-Based Media, and Digital Media Arts

¹ Maryland Higher Education Commission. (2017): Maryland State Plan for Postsecondary Education.

² https://techcrunch.com/2017/01/11/the-reality-of-vrar-growth/

https://www.zdnet.com/article/demand-for-augmented-and-virtual-reality-expected-to-soar-this-year/

- 3) University of Maryland, Baltimore County Game Development track in the Computer Science BS degree
- 4) Notre Dame of Maryland University Degree Offered: Digital Media Arts BA
- 5) Maryland Institute College of Art Degrees Offered: BFA Animation, Interaction Design and Art; MFA Illustration Practice
- 6) Salisbury University Degrees Offered: BA, BFA Art with a New Media Track. Note: Video, Audio, Animation, Web Design, and Screen Graphics are all components of the New Media Track.
- 7) Towson University Degrees Offered: BFA Art and Design with Concentration in Digital Art and Design, Illustration; MFA Studio Art; Post-Baccalaureate Certificate in Interactive Media Design
- 8) University of Baltimore Degree Offered: BS in Simulation and Game Design

An examination of the curricula seems to indicate that an IMDM major at UMD will not replicate these other programs or their learning outcomes, primarily due to a few defining characteristics of what is proposed here. For the most part, the above programs exist within a singular disciplinary home, without the multiple course collaborative experience between the arts and computing proposed here. While encompassing a range of immersive media, the proposed IMDM major also has a unique focus on AR/VR, building on the considerable research strengths of UMD's faculty in this area. Students enter the curriculum as freshmen, rather than adding the digital media component as an addendum to an existing disciplinary program. That said, the emerging market is sufficiently large that it will demand graduates from a large number of programs, institutions, and specific areas of expertise.

E. Relevance to Historically Black Institutions (HBIs)

Of programs in the state at Historically Black Institutions, the 'Visual Communications & Digital Media Arts' program at Bowie State University appears to be the sole program with meaningful overlap in curriculum with the IMDM proposal. This comes in the form of several courses within the Bowie State University program's Digital Media Arts concentration, namely: ART 342 – New Media Public Art Installation, ART 230 – Introduction to Computer Graphics, ART 470 – Self-Promotion & Marketing in the Arts, and ART 479 Animation and Modeling II. Although these courses overlap in subject matter with several courses in the IMDM proposal, they cover subject matter which may be said to be foundational practices within the media, and therefore overlap is expected. The Visual Communications and Digital Media Arts concentrations at Bowie State University are offered entirely within the context of a department of Fine and Performing Arts. The program does not have the similar interdisciplinary bent as put forth in this proposal. Further, there is no mention of software development, tangible computing, digital fabrication, and related Immersive Media Design fields within the curriculum at Bowie State University. With this in mind, we do not anticipate that the IMD program will adversely affect the existing program at Bowie State University.

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

UMD has already established itself in the field of Augmented and Virtual Reality through its extensive research program affiliated with the University of Maryland Institute for Advanced Computer Studies (UMIACS). Accordingly, the proposed program is not expected to 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 IMDM curriculum was developed over several years, starting with a campus-wide committee that began convening in 2016, chaired by Dr. Amitabh Varshney, who is presently the Dean of the College of Computer, Mathematical, and Natural Sciences. More recently, the detailed structure of the curriculum emerged from a collaboration of faculty within the departments of Computer Science and Art. The team consulted with working professionals in relevant fields and explored similar programs at other

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universities. The design of the curriculum was influenced by work undertaken by the Institute of Electrical and Electronics Engineers (IEEE) through its Digital Reality Initiative (https://digitalreality.ieee.org/). There is also significant interest from other units on campus that may result in a proposal to expand the major into other areas, such as storytelling and computational journalism, in the future.

Faculty Oversight. The University of Maryland Institute for Advanced Computer Studies (UMIACS) will initially serve as the home for the program. The governance structure will consist of an academic director, advising and administrative staff, and faculty who have responsibility for development or delivery of the IMDM-specific courses.

Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. The program consists of two tracks, a Bachelor of Science track (track I) that is more focused on computing, and a Bachelor of Arts track (track 2) that has a stronger focus on Art, although much of the coursework is designed to be in common so that students from both areas will interact with each other and collaborate on projects. However, the learning outcomes from each track differ as a result of their two foci.

Upon graduation from the program, students in both tracks of the major will demonstrate:

- I. Technical proficiency, skill, and contextual knowledge of immersive media technologies, products, and applications so as to produce physical and digital works that are technically proficient, aesthetically engaging, and which demonstrate conceptual sophistication.
- 2. Deep learned cross-disciplinary problem-solving and collaborative skills in both technical and creative arenas.
- 3. Knowledge and proficiency in user-centered practices as they pertain to the development and application of immersive media projects.
- 4. Capacity to adapt to new technologies, concepts and processes as well as anticipate new technical and conceptual developments in this emerging field.

<u>Upon graduation from the program, students in Track 1 (Computing) will demonstrate:</u>

- I. Technical proficiency in the development of coding structures and algorithms central to the practices of immersive media
- 2. Fluency in the methodologies of computer graphics programing for real-time and AR/VR contexts.
- 3. Ability to create and implement user-facing tools and algorithms for immersive media design.
- 4. Ability to critically evaluate and apply relevant areas of immersive media scholarship.
- 5. Ability to anticipate and adapt to the advent of new technological concepts, methods and practices in the field.

Upon graduation from the program, students in Track 2 (Emerging Creatives) will demonstrate:

- I. Ability to effectively communicate ideas and concepts visually through the use of immersive media conventions.
- 2. Technical proficiency in common methods of content creation for immersive media such as creative coding, digital fabrication, physical computing, and 3-D modeling.

- 3. Ability to critically evaluate works of creative technology in terms of their formal, conceptual, historical and social impacts.
- 4. Ability to appropriately couple new technologies with traditional media in the creation of tangible immersive media projects.
- 5. Ability to market and promote ones work through portfolio development and business planning. The degree to which the IMDM is meeting its goals will be assessed by means of the program's Learning Outcomes Assessment Plan (Appendix B).

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a "best practices" guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Course requirements. The IMDM major consists of 120 credits. In both IMDM tracks, Track I (Computing) and Track 2 (Emerging Creatives), students take a set of CMSC, ARTT and IMDM courses as part of the major, so that all students are introduced to the practices of the base disciplines. In the first year, both tracks take IMDM101 (Introduction to Immersive Media) and IMDM150 (Introduction to Digital Media Theory and Culture). In the fall, IMDM101 students will be introduced to the practice of immersive media, both experiencing and creating examples, with a group project to introduce the collaborative nature of the field. This course will be self-contained for students who elect not to continue. In the spring, IMDM150 students will approach immersive media from a larger, theoretical and cultural context, to understand the historical and social aspects.

In the second year, both tracks take IMDM227 (Introduction to Computational Media) and IMDM290 (Collab. Studio I: Image + Time). In IMDM227, students will build more substantial immersive media projects, with an emphasis on interactive technologies and virtual/augmented reality. In IMDM290, students will take that technology knowledge, plus knowledge from ARTT and CMSC courses, and work in collaborative, cross-disciplinary groups to build projects of their own initiative and design.

The third year will focus on developing specific artistic, technical and programming skills that they will explore in a collaborative studio course. Track I majors will take IMDM327 (Augmented and Virtual Reality) in the fall, and further develop skills in this technology. Track 2 majors will take a digital ARTT digital course. Then both will take IMDM390 (Collab. Studio III: Experiential Computing) in the spring to again work collaboratively on innovative projects, either of their design or chosen from projects offered by external mentors. The fourth year focuses on a Capstone experience in which students will initiate, carry out and exhibit substantial projects of their own design, or in coordination with external mentors.

In both tracks the four-year plans are designed so majors can take more CMSC or ARTT, as appropriate, to strengthen their mastery of each field, as well as electives from other disciplines and General Education.

A steady state enrollment of about 300 students is anticipated, with about 40 per year in track I, and 20 per year in track 2. Given the high demand for computing-related degree programs at UMD, the major will be reviewed for limited enrollment status, requiring students to either be admitted to the program at the time of matriculation or to complete a set of gateway requirements before officially declaring the major. Students intending to enroll in track I will be required to meet the gateway requirements for the Computer Science major. All students (both tracks) will require a portfolio review at 45 credits, similar to what is required for

the Graphic Design track of the Art major. All interested students will be able to take the gateway courses before 45 credits.

See Appendix C for course descriptions.

General Education. Students will complete some of their general education requirements by way of fulfilling major requirements (see the table above for which courses count for general education requirement). Otherwise, students will have room in their schedules to fulfill the other general education requirements. The curriculum plans in Appendix D show examples of how students will progress through the major at the same time completing the General Education requirements.

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

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major. Students in the first three semesters of study will be counseled not only by dedicated IMDM academic advisors, but also mentored by faculty and staff within the program with careful attention being paid to a student's potential routes through the program.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

The mathematics, art, and a variety of General Education supporting courses are widely available at Maryland community colleges. Maryland community college students who complete the Associates degree prior to transfer to UMD are deemed to have completed their General Education requirements, with the exception of Professional Writing.

The track I introductory computer science courses, CMSC131 and CMSC 132 are available at Montgomery College. The Computer Science (CS) faculty are currently exploring whether these could be taught at some of the other community colleges that are the most common sources of transfer students to UMD. The CS department also offers the opportunity for students to take an exemption exam for some of the course work. It is unlikely that any of the IMDM courses would articulate with existing courses at transfer institution partners, but their requirements may be met through a combination of courses offering similar material. IMDM advisors will work with students to appropriately place them in the curriculum sequence.

IMDM Course Requirements - Track I - Computing

Number	Title	Credits
ENGL	ENGL elective (143/245/255/290/294)	3
MATH 140	Calculus	4
MATH 141	Calculus II	4

CMSC 131	Object-Oriented Programming I	4
CMSC 132	Object-Oriented Programming II	4
CMSC 216	Introduction to Computer Systems	4
CMSC 250	Discrete Structures	4
CMSC 330	Programming Languages	3
CMSC 351	Algorithms	3
CMSC Electives	CMSC 4XX (Graphics Programming)	6
ARTT 100	Two-Dimensional Design Fundamentals	3
ARTT 200	Three-Dimensional Art Fundamentals	3
ARTT 255	Introduction to Digital Art & Design Practices	3
Major Elective	ARTT 37x/47x (Digital Media)	3
IMDM 101	Introduction to Immersive Media	3
IMDM 150	Introduction to Digital Theory and Culture	3
IMDM 227	Introduction to Computational Media	3
IMDM 290	Collaborative Studio I – Image + Time	3
IMDM 327	Augmented and Virtual Reality	3
IMDM 390	Collaborative Studio II Experiential Computing	3
IMDM 490	Capstone I	4
IMDM 491	Capstone II	4
	Total required credits	77

IMDM Course Requirements - Track 2 - Emerging Creatives

Number	Title	Credits
ENGL elec.	Choice: ENGL: 143 /245/255/290/294	3
MATH 115	Precalculus	3
CMSC 122	Introduction to Programming via Web	3
ARTT 100	Two-Dimensional Design Fundamentals	3
ARTT IIO	Elements of Drawing	3
ARTT 200	Three-Dimensional Art Fundamentals	3
ARTT 210	Drawing II	3
ARTT 255	Introduction to Digital Art and Design Practices	3
ARTT 37x	Choice: ARTT: 370 / 371	3
ARTT 47x	Advanced Digital Media choice: 479a/c/d/e	3
IMDM 101	Introduction to Immersive Media	3
IMDM 127	Creative Coding for Digital Media	3
IMDM 150	Introduction to Digital Media Theory and Culture	3
IMDM 227	Introduction to Computational Media	3
IMDM 290	Collab. Studio I: Image + Time	3
IMDM 350	Advanced Digital Media Theory	3
IMDM 390	Collab. Studio III: Experiential Computing	3
IMDM 490	Capstone I	4
IMDM 491	Capstone II	4
	Total required credits	59

I. Adequacy of Faculty Resources

Program faculty. Faculty will be drawn primarily from the Computer Science and Art departments. Almost all courses that do not use the IMDM acronym exist and are currently taught. All of the IMDM courses will be new and will constitute additional teaching requirements. As a result, it is anticipated that both units will hire additional faculty to complement their existing strengths. See Appendix A for faculty biographies of those currently expected to teach in the program.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center, workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group.

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

As a high-tech, studio-based, innovative curriculum, the program will require development of new instructional resources that are not yet in place. These include additional faculty, graduate teaching assistants (TA's), technical and administrative staff, and instructional facilities. A multi-year staffing plan for faculty, TA's, and administrative support has been developed and will be implemented as needed as the program gets underway. The program will need studio space outfitted with appropriate supporting technology including green screens, AR/VR headsets, 3D printer access and other digital fabrication technology. Various spaces exist on campus already, and we are developing a strategy for shared access, along with additional dedicated space. At least one laboratory in the new Brendan Iribe Center for Computer Science and Engineering has been allocated to the program for the AR/VR component, along with a nearby collaborative classroom for shared use. Additional resource needs are included in the budget pages. All UMD students have access to the institutional electronic mailing system. This program is not a distance education program; however, student will have access to the campus learning management system for the elements of the courses that exist online.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the two sponsoring academic units, from some reallocation of central university funds, from one-time expenditures of the University's fund balance for physical infrastructure, and new resources to the university provided through state legislation, for which computing-related degree programs is an identified priority area.

(See Tables I and 2 for estimated resources and expenditures)

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 University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. The Education Program Director will be tasked with ensuring that we effectively recruit and retain an appropriately diverse student population. Utmost attention will be paid to ensure that both faculty and staff advisor hires for the new major include individuals who represent, and have experience working with, students from diverse backgrounds.

O. Relationship to Low Productivity Programs Identified by the Commission

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N/A

P. Adequacy of Distance Education Programs

N/A

Table I: Expenditures

Expenditure Categories	Year I	Year 2	Year 3	Year 4	Year 5
I. Full-time Faculty (b+c below)	\$478,800	\$772,624	\$1,269,897	\$1,307,994	\$1,347,234
a. #FTE	4.0	6.0	9.0	9.0	9.0
b. Total Salary	\$360,000	\$580,920	\$954,810	\$983,454	\$1,012,958
c. Total Benefits	\$118,800	\$191,704	\$315,087	\$324,540	\$334,276
2. Part time Faculty (b+c below)	\$12,000	\$24,000	\$60,000	\$60,000	\$60,000
a. #FTE	0.2	0.4	1.0	1.0	1.0
b. Total Salary	\$12,000	\$24,000	\$60,000	\$60,000	\$60,000
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Admin. Staff (b+c below)	\$139,650	\$143,840	\$246,924	\$254,332	\$261,962
a. #FTE	1.5	1.5	2.5	2.5	2.5
b. Total Salary	\$105,000	\$108,150	\$185,658	\$191,227	\$196,964
c. Total Benefits	\$34,650	\$35,690	\$61,267	\$63,105	\$64,998
4. Total Support Staff (b+c below)	\$133,000	\$205,485	\$211,650	\$217,999	\$224,539
a. #FTE	2.0	3.0	3.0	3.0	3.0
b. Total Salary	\$100,000	\$154,500	\$159,135	\$163,909	\$168,826
c. Total Benefits	\$33,000	\$50,985	\$52,515	\$54,090	\$55,713
5. Graduate Assistants (b+c)	\$148,832	\$229,945	\$276,318	\$325,265	\$335,023
a. #FTE	4.0	6.0	7.0	8.0	8.0
b. Stipend	\$80,000	\$123,600	\$148,526	\$174,836	\$180,081
c. Tuition Remission	\$68,832	\$106,345	\$127,792	\$150,429	\$154,942
6. Equipment	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000
7. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
8. New or Renovated Space	\$500,000	\$125,000	\$100,000	\$100,000	\$100,000
9. Other Expenses: Operational Expenses	\$80,000	\$80,000	\$80,000	\$80,000	\$80,000
TOTAL (Add I - 8)	\$1,557,282	\$1,645,894	\$2,309,789	\$2,410,591	\$2,473,759

Table 2: Resources

Resources Categories	Year I	Year 2	Year 3	Year 4	Year 5
I.Reallocated Funds	\$1,002,282	\$1,090,894	\$1,754,789	\$1,855,591	\$1,918,759
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	50	100	250	300	300
b. Annual Tuition/Fee Rate	\$13,575	\$13,982	\$14,402	\$14,834	\$15,279
c. Annual FT Revenue (a x b)	\$11,600	\$23,200	\$46,400	\$46,400	\$46,400
d. # PT Students	5	10	20	20	20
e. Credit Hour Rate	\$565	\$582	\$600	\$618	\$636
f. Annual Credit Hours	20	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$555,000	\$555,000	\$555,000	\$555,000	\$555,000
TOTAL (Add I - 4)	\$1,557,282	\$1,645,894	\$2,309,789	\$2,410,591	\$2,473,759

[&]quot;Other Sources" refers to the Governor's Workforce Development Initiative funding provided to support technical staff and infrastructure for development and ongoing support of the program.

The university is not anticipating overall enrollment growth as a result of this major, rather a shift in major selection by matriculating students. Therefore, no new tuition revenue is assumed in identifying resources. Resources will come from redirection of tuition revenue at the campus level, some reallocation of instructional resources from the collaborating departments, fund balance use for one-time funding for physical renovations, and from other reallocated resources within the university.

Appendix A: Faculty and Organization

Faculty Name	Title/Expertise	Credentials	Potential courses
Brandon Morse	Associate Professor, ARTT Digital and physical instantiation of generative systems, video and installation works. Full-time.	MFA, Art & Technology from The Ohio State University	taught in program: ARTT37x/47x IMDM470 IMDM390 IMDM490 IMDM491
Shannon Collis	Associate Professor, ARTT Digital installations and interactive environments. Full-time.	MFA, University of Alberta with post- graduate work in Digital Media and Computation Arts	ARTT255 ARTT37x IMDM290 IMDM490 IMDM491
Justin Strom	Associate Professor, ARTT Mixed-media print, digital imaging. Full-time.	MFA, University of Wisconsin-Madison	ARTT34x IMDM290 IMDM490 IMDM491
Cy Keener	Assistant Professor, ARTT Digital fabrication and media. Full- time.	MFA, Stanford University M.Arch, University of California, Berkeley	ARTT37x ARTT47x IMDM390 IMDM490 IMDM491
David Jacobs	Professor, CMSC Al and Robotics, Computer Vision and Machine Perception. Full-time.	Ph.D., Massachusetts Institute of Technology	CMSC426
David Mount	Professor, CMSC Algorithms and Theory, Information Retrieval and Geographic Information Systems (GIS) . Full-time.	Ph.D., Purdue University	CMSC425
Matthias Zwicker	Professor, CMSC Graphics Visualization and VR AR. Full-time.	Ph.D., ETH Zurich	IMDM327 CMSC427
Dinesh Manocha	Professor, CMSC Al and Robotics, Graphics Visualization and VR AR, High Performance and Scientific Computing, Full-time.	Ph.D., University of California at Berkeley	CMSC427
Larry Davis	Professor, CMSC Computer vision, Artificial intelligence, High performance computing. Full-time.	Ph.D., University of Maryland	CMSC426
Cornelia Fermuller	Assoc. Research Scientist, CMSC Bio-inspired solutions for active vision. Full-time.	Ph.D., Technical University of Vienna	CMSC426
Huaishu Peng	Asst. Professor, CMSC Human Computer Interaction, IoT and Wearables Technology. Full- time.	Ph.D., Cornell University	IMDM101 IMDM227 CMSC434
Roger Eastman	Professor of the Practice, CMSC	Ph.D., University of Maryland	IMDM101 IMDM227 IMDM327

	Al and Robotics, Computer Vision		CMSC425
	and Machine Perception, Graphics		CMSC426
	Visualization and VR AR. Full-time.		CMSC427
Evan Golub	Senior Lecturer, CMSC	Ph.D., University of Maryland	IMDM101
	Human Computer interaction,		IMDM227
	ubiquitous computing, computer		IMDM327
	science education, information		CMSC434
	technology and non-majors. Full-		
	time.		

Appendix B: Learning Outcomes Assessment Plan

The IMDM program will work to set, monitor, and maintain high standards for the program under a shared vision of an excellent student learning experience leading to outstanding educational outcomes. The program will apply these standards to courses, activities, advising, faculty effectiveness, administrative services and technical support for students, and regular assessment under the standards will be used to guide the development and revision of curriculum and services for continual improvement.

The program goals, outcomes, courses and services will be assessed regularly under an Assessment Plan developed and monitored by the Undergraduate Programs Committee (UPC), and consistent with UMD Undergraduate Program Learning Outcomes Assessment Plan. The program plan will lay out responsibilities, metrics, timelines and procedures for assessment. Performance of the overall curriculum will be assessed by two factors: direct evaluation of student mastery of program learning outcomes during the senior year, and indirect evaluation by tracking of alumni career performance over time. To assess senior year mastery, selected senior projects and portfolios will be evaluated by faculty and external partners under metrics developed by the UPC. To evaluate professional success, the UPC will work with the Career Center to appropriately track initial placement and mid-career status, and survey graduate and employers.

Performance of individual courses and course outcomes will be regularly assessed on a rotating basis, with a subset of courses assessed in detail each year and all courses assessed every four years. The focus will be on IMDM courses for which the program has primary responsibility, with coordination with assessment processes in departments (notably CMSC and ARTT) which support the program with required courses. Mastery of course material will be assessed by performance on examinations or projects as appropriate for the course. The Undergraduate Program Committee will direct assessment of the curriculum and courses, with assessments conducted annually in the spring semester, beginning in the first year of the program. The Undergraduate Program Committee will direct the assessment process. Assessments will be conducted annually in the spring semester, beginning in the first year of the program. The assessment report to the Provost each fall will include the results of the assessment and recommendations for program improvement that are based on these results.

Performance of administrative and technical support services will be evaluated regularly by the program administration in consultation with the UPC to ensure high quality delivery to students of services such as course technology, learner support, advising and accessibility.

Appendix C: Course Descriptions

Note: IMDM courses have not yet been created and therefore are not in current undergraduate catalog. They will be created once the program proposal is approved.

IMDM course listings

IMDM 101 - Introduction to Immersive Media (3 credits)

Prerequisite: N/A

IMDM 101 is an introduction to the basic practices, concepts and issues in the field of Immersive Media Design. This course is a hybrid studio / lecture course in which students will work collaboratively in teams to complete both research and practical projects related to the field. Topics covered include creative labs with software and interactive hardware, surveying the contemporary and historic works of Immersive Media Design, and speculative project design.

IMDM 127 - Creative Coding for Digital Media (3 credits)

Prerequisite: N/A

An introduction to program supported by exercises in creative coding, creating code for algorithmic and interactive art. Students will use a problem-driven approach to design and build software for the visual and auditory arts. The course also includes an introduction to a wide variety of issues relating to computational including software design and construction, supporting mathematics, and how computational approaches impact artistic choice. The course assumes no background in programming and is targeted to students with a broad diversity in backgrounds and interests.

IMDM 150 - Introduction to Digital Media Theory and Culture (3 credits)

Prerequisites: N/A

IMDM 150 is an introduction to the fundamental structures and themes of digital culture in contemporary society as related to immersive media. This course will provide examples of contemporary works of Immersive Media Design, New Media Art, and emerging cultural technologies to demonstrate pathways towards becoming active producers, critics, and consumers of digital culture. It will explore the dynamic interplay between culture and emerging digital technologies and examine the many ways in which they influence our lives.

IMDM 227 - Intro to Computational Media (3 credits)

Prerequisites: IMDM 127 or CMSC 131

IMDM 227 is an introduction to practices in computational media as they pertain to the implementation and creation of virtual and augmented reality applications. This course will cover this subject matter from both technical and aesthetic viewpoints. Students are introduced to basic programming constructs, digital asset creation processes, algorithms, and data structures associated with Augmented and Virtual Reality (AR/VR) production pipelines.

IMDM 290 - Collaborative Studio I: Image + Time (3 credits)

Prerequisites: IMDM 101, IMDM 150, ARTT255, IMDM 227, Candidate Portfolio Review

IMDM 290 is concept-driven team-taught studio course in which you will work together in groups to create intellectually engaging and technically innovative works of time-based media. It bridges the technical and creative tracks of the major to expose students to the process of working collaboratively on team-based projects in a manner that reflects contemporary practices in the fields of art, design, and creative technical industries. Topics include image manipulation, audio/video production, generative and procedural image manipulation processes, as well as effective teamwork, exhibition, installation and presentation design.

IMDM 327 – Augmented and Virtual Reality (3 credits) Prerequisites: IMDM227, CMSC132

Introduction to mechanisms and programming for virtual reality, augmented reality, and related technologies. Covers elements of a standard VR system, including creating, managing and rendering visual and audio VR content, tracking orientation and positions of head mounted display (HMD) and controller, rendering stereo imagery for VR headsets, and implementing approaches for user interactivity.

IMDM 350 - Advanced Digital Media Theory (3 credits) Prerequisites: IMDM 290

IMDM 350 is a lecture course covering advanced theories and concepts in the fields of immersive media design, new media art, design, and cultural technology. Building on the foundation of IMDM 150, this course looks at ways in which contemporary societal norms are being shaped by game culture, social and mobile media, AR/VR escapism, network aesthetics, hacktivism, open-source culture, neural networks, artificial intelligence, and machine learning, among others. This course addresses the broad range of ways in which the accelerating pace of technological advances influence how we mediate the world around us and examines the environmental, social, political, and ethical implications of its use.

IMDM 351 – Digital Innovation Marketing and Business (3 credits) Prerequisites: IMDM 290

IMDM 351 is a lecture course in which students research and learn how to implement best practice strategies in building support for wide ranging projects in the fields of applied creativity (such as entrepreneurial ventures, media startups, public media arts and design projects). Students in IMDM 310 will learn how to effectively build a modern promotional portfolio that supports their entrepreneurial, creative, emerging technology, new-media, and artistic endeavors. Topics include portfolio building, grant writing, social media public relations, oral presentation and promotion.

IMDM 358 – Experiential Learning (2-6 credits)

Prerequisites: IMDM 290

IMDM 358 supports those students wishing to seek out professional experience in relevant Immersive Media Design fields. This course is an elective open to students from all tracks of the major who wish to participate in internships in a position or at an organization which will offer real-word experience, knowledge and feedback from mentors working in a relevant field.

IMDM 390 - Collaborative Studio II: Experiential Computing (3 credits) Prerequisites: IMDM 290, ARTT37x or IMDM 327

IMDM 390 is an intermediate-level concept-driven team-taught studio course wherein students work in groups consisting of students across both tracks of the major. The objective of the course is to create multisensorial works of art, design, and cultural technology through the use of inventive digital processes such as 3-D modeling, procedural animation, audio synthesis, and interactivity. Emphasis is placed on the development of works which envelop the viewer or participant and exhibit a physicality which manifests from the ephemera of digital media. Topics covered include: 3-D modeling, digital cinematography and lighting design, digital fabrication, projection design, sound design and electronics.

IMDM 470 – Performative Computing (3 credits)

Prerequisites: IMDM 390

IMDM 450 is a studio course which introduces intermediate and advanced level practices and theories of designing physically interactive immersive media experiences. Through the use of emerging systems of interaction design, digital sensing, fabrication, and display, students explore the methods and processes involved in the creation of materialized media for a broad range of multi-sensorial applications. Topics include

technology-augmented live performance, audio and visual responsive environments, data responsive design, media architecture, site specific new-media installation.

IMDM 490 - Capstone I (4 credits)

Prerequisites: IMDM 390

The first in a two-semester series of courses (with IMDM 491), this team-taught studio course examines the generative process of creating a large-scale immersive media design project. Students will commence preproduction and early-stage production processes for a large-scale capstone project. Topics covered include project ideation, feasibility studies, computational tool-building and pipeline logistics, external mentorship, and in-class peer critiques of in progress work.

IMDM 491 - Capstone II (4 credits)

Prerequisites: IMDM 490

The second in a two-semester series of courses (with IMDM 490), in this team-taught studio course you will complete the process of creating and publicly exhibiting a large-scale immersive media design project. Topics covered include exhibition design, exhibition venue research, public relations, and team-based collaboration.

ARTT Course listings required in tracks 1 or 2

ARTT 100 - Two-Dimensional Design Fundamentals (3 credits)

Prerequisites: N/A

Principles and elements of two-dimensional design. Introduction to visual communication.

ARTT 110 - Elements of Drawing 1 (3 credits)

Prerequisites: N/A

Fundamental concepts, media, and processes of drawing. Emphasis on observation and representation in combination with individual expression. Subject matter includes still life, human figure, nature, the built environment, and conceptual projects.

ARTT 200 - Three-Dimensional Art Fundamentals (3 credits)

Prerequisites: ARTT 100, ARTT 110

Fundamental concepts of three-dimensional form and space examined through the manipulation and organization of various materials.

ARTT 210 – Elements of Drawing II (3 credits)

Prerequisites: ARTT 110

Continuation of ARTT110 with additional emphasis on color, figure drawing, and contemporary issues.

ARTT 255 – Introduction to Digital Art and Design Processes (3 credits) Prerequisites ARTT 100, ARTT 110

Introduction to basic software and principles of digital imaging, and how they are applied to art and design. Topics covered: Digital image construction and manipulation, Vector-Based digital techniques layout, typography, etc.), time-based digital techniques (video and audio composition and manipulation), and basic interactivity (web-design). Digital media used to explore visual principles established in ARTT100.

ARTT 370 - Elements of Digital Media (3 credits)

Prerequisites: ARTT 255 or permission of ARHU-ARTT

Exploration of creativity through code and software development, image creation and manipulation, interactivity, and linkages between digital audio and video. Emphasis on issues in contemporary digital art.

ARTT 371 – Digital Video and Sound Installation (3 credits) Prerequisites: ARTT 255

This course focuses on the acquisition of practical and theoretical skills integral to digital video and sound installation as an evolving form that extends beyond the screen and into site-specific, immersive, and multiple-channel environments. Through technical demonstrations, individual projects, assigned readings, and class discussions, students will develop and extend their understanding of time-based media and installation practices, learn the historical/cultural significance of the medium, and discuss the work of various artists.

ARTT479A – Advanced Digital Media Studio: Code and Form (3 credits) Prerequisites: ARTT 370

Advanced level course in Digital Media emphasizing contemporary practices and theories in the area of Digital Fabrication. 3-D modeling, 3-D printing and related digital fabrication techniques are covered.

ARTT 479D – Advanced Digital Media Studio: Immersive and Virtual Environments (3 credits) Prerequisites: ARTT 370

Introduction to the uses of game development software in an artistic context. Practical examination of interactive, immersive and installation art as mediated through the context of real-time computer-generated imagery and game engine methodologies.

Course Descriptions: CMSC Course listings required in tracks 1 or 2:

CMSC 122 - Introduction to Computer Programming via the Web (3 credits)

Prerequisites: None

Must not have completed any courses from CMSC131-499 course range; and must not be concurrently enrolled in CMSC131. Credit only granted for: CMSC106, CMSC122, or INST126.

Introduction to computer programming in the context of developing full featured dynamic web sites. Uses a problem-solving approach to teach basics of program design and implementation using JavaScript; relates these skills to creation of dynamic web sites; then explores both the potential and limits of web-based information sources for use in research. Intended to help relate a student's major to these emerging technologies.

CMSC131 – Object-Oriented Programming I (4 credits)

Corequisites: MATH140; and permission of CMNS-Computer Science department Introduction to programming and computer science. Emphasizes understanding and implementation of applications using object-oriented techniques. Develops skills such as program design and testing as well as implementation of programs using a graphical IDE. Programming done in Java.

CMSC132 - Object-Oriented Programming II (3 credits)

Prerequisites: Minimum grade of C- in CMSC131; or must have earned a score of 5 on the A Java AP exam. Or permission of the department based on satisfactory performance on the department placement exam; and minimum grade of C- in MATH140; and permission of CMNS-Computer Science department Introduction to use of computers to solve problems using software engineering principles. Design, build, test, and debug medium -size software systems and learn to use relevant tools. Use object-oriented methods to create effective and efficient problem solutions. Use and implement application programming interfaces (APIs). Programming done in Java.

CMSC250 – Discrete Structures (3 credits)

Prerequisites: Minimum grade of C- in CMSCI3I; or must have earned a score of 5 on the A Java AP exam. Or permission of the department based on satisfactory performance on the department placement exam; and minimum grade of C- in MATH140; and permission of CMNS-Computer Science department

Introduction to use of computers to solve problems using software engineering principles. Design, build, test, and debug medium -size software systems and learn to use relevant tools. Use object-oriented methods to create effective and efficient problem solutions. Use and implement application programming interfaces (APIs). Programming done in Java.

CMSC330 - Organization of Programming Languages (3 credits)

Prerequisites: Minimum grade of C- in CMSC250 and CMSC216; and permission of CMNS-Computer Science department.

The semantics of programming languages and their run-time organization. Several different models of languages are discussed, including procedural (e.g., C, Pascal), functional (e.g., ML, LISP), rule-based (e.g., Prolog), and object-oriented (e.g., C++, Smalltalk). Run-time structures, including dynamic versus static scope rules, storage for strings, arrays, records, and object inheritance are explored.

CMSC351 - Algorithms (3 credits)

Prerequisites: Minimum grade of C- in CMSC250 and CMSC216; and permission of CMNS-Computer Science department.

A systematic study of the complexity of some elementary algorithms related to sorting, graphs and trees, and combinatorics. Algorithms are analyzed using mathematical techniques to solve recurrences and summations.

Course Descriptions: CMSC Course listings recommended in track one

CMSC420 - Data Structures (3 credits)

Prerequisites: Minimum grade of C- in CMSC351 and CMSC330; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.

Description, properties, and storage allocation of data structures including lists and trees. Algorithms for manipulating structures. Applications from areas such as data processing, information retrieval, symbol manipulation, and operating systems.

CMSC425 – Game Programming (3 credits)

Prerequisites: Minimum grade of C- in CMSC420.

An introduction to the principles and practice of computer game programming and design. This includes an introduction to game hardware and systems, the principles of game design, object and terrain modeling, game physics, artificial intelligence for games, networking for games, rendering and animation, and aural rendering. Course topics are reinforced through the design and implementation of a working computer game.

CMSC426 – Computer Vision (3 credits)

Prerequisites: Minimum grade of C- in CMSC330 and CMSC351; or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.

Restriction: Permission of CMNS-Computer Science department.

An introduction to basic concepts and techniques in computer vision. This includes low-level operations such as image filtering and edge detection, 3D reconstruction of scenes using stereo and structure from motion, and object detection, recognition and classification.

CMSC427 – Computer Graphics (3 credits)

Prerequisites: MATH240; and minimum grade of C- in CMSC420; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.

An introduction to the principles of computer graphics. Includes an introduction to graphics displays and systems. Introduction to the mathematics of affine and projective transformations, perspective, curve and

surface modeling, algorithms for hidden-surface removal, color models, methods for modeling illumination, shading, and reflection.

CMCS434 – Introduction to Human-Computer Interaction (3 credits)

Prerequisites: Minimum grade of C- in CMSC330 and CMSC351; and permission of CMNS-Computer Science department. Or must be in the (Computer Science (Doctoral), Computer Science (Master's)) program.

Assess usability by quantitative and qualitative methods. Conduct task analyses, usability tests, expert reviews, and continuing assessments of working products by interviews, surveys, and logging. Apply design processes and guidelines to develop professional quality user interfaces. Build low-fidelity paper mockups, and a high-fidelity prototype using contemporary tools such as graphic editors and a graphical programming environment (e.g., Visual Basic, Java).

Appendix D: Sample Four Year Plans with Benchmarks

The central thread of the major is the sequence of IMDM courses, and most specifically the collaborative studio series IMDM290, 390 and 491/491. We hope to develop cohorts of majors that proceed through these as a group. However, students come to majors with many backgrounds. They may have coursework from high school, they may be an internal transfer from another major, they be an external transfer from another school, or they may have started in ARTT or CMSC and wish to switch. We expect to work on different routes through the major for students of different backgrounds and interests. The major already accommodates artistically minded students in Track 2, and technically minded students in Track 1. We expect to accommodate other variations in the sequence in which students take CMSC and ARTT courses.

Specifically, to accommodate students who wish to emphasize CMSC courses in Track I, we have a four-year plan "Track I: Computing – Accelerated Computer Science". For Track I students who wish to extend their CMSC sequence over more semesters, we have "Track I: Computing – Extended Computer Science." The latter allows students to complete more General Education (Gen Ed) courses earlier.

Track I: Computing – Accelerated Computer Science

Track 1. Computing - Accelerated Compu	Fall	Spring
Year I	CMSC 131 - Object Oriented Programming I (4)	MATH 141 - Calculus II (4)
	MATH 140 - Calculus (4) FSAR	CMSC 132 - Object-Oriented Programming II (4)
	ARTT 100 - Two-Dimensional Design Fundamentals	ARTT 200 - Three-Dimensional Art Fundamentals (3)
	(3) DSSP	IMDM 150 - Intro to Digital Media Theory and Culture (3)[NEW]† DSHU
	IMDM 101 - Intro to Immersive Media (3)[NEW]†	ENGL 101 - Academic Writing (3) FSAW
		Credits 17 / 31 (semester 2)
	Credits: 14 (semester 1)	
Year 2	IMDM 227 - Intro to Computational Media (3) [NEW]	CMSC 330 - Programming Languages (3)
Benchmark Requirements - Semester three:	CMSC 216 - Intro to Computer Systems (4)	CMSC 351 Algorithms (3)
	CMSC 250 - Discrete Structures (4)	IMDM 290 - Collaborative Studio I: Image + Time (3)
Successfully complete portfolio review	ARTT 255 - Intro to Digital Art and Design Practices	Gen Ed (3) DSNS*
process between 31-47 credits	(3)	ENGL Elective (143/245/255/290/294) (3) DSHU
Completion or enrollment in:	Gen Ed (3) FSOC	, , ,
CMSC 216, 250, IMDM 227, ARTT 255		Credits: 15 / 63 (semester 4)
	Credits: 17 / 48 (semester 3)	, , , , , , , , , , , , , , , , , , ,
*Must also meet Limited Enrollment Criteria		
of Computer Science Major		
Year 3	CMSC 4xx Elective (3)	IMDM 390 - Collaborative Studio II: Experiential Computing (3)
Benchmark Requirements - Semester five:	IMDM 327 - Augmented and Virtual Reality (3)	Gen Ed (3) FSPW
·	Gen Ed (3) DSHS*	Gen Ed (3) DSHS*
Completion or Enrollment in:	Gen Ed (4) DSNL*	ARTT 37X / 47X elective (3)
IMDM 390,Professional Writing	Gen Ed (3) DSSP (Non-major)	Open Elective (3)
	Credits: 16 / 79 (semester 5)	Credits I5 / 94 (semester 6)
Year 4	IMDM 490 - Capstone I (4)	IMDM 491 Capstone II (4)
I Cal 4	CMSC 4XX Elective (3)	Open Elective (3)
	Open Elective (3)	Open Elective (3)
	Open Elective (3)	Open Elective (3)
	Open Liceure (3)	Open Liceure (3)
	Credits: 13 / 107 (semester 7)	Credits: 13 /120 (semester 8)
*All . I		TI II I I I I I I I I I I I I I I I I I

^{*} All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester.

Track I: Computing – Extended Computer Science

1 0		
	Fall	Spring

CMSC 131 - Object Oriented Programming I (4) MATH 140 - Calculus (4) (FSAR, FSMA) ARTT 100 - Two-Dimensional Design Fundamentals (3) DSSP IMDM 101 - Intro to Immersive Media (3)[NEW]†	MATH 141 - Calculus II (4) CMSC 132 - Object-Oriented Programming II (4) ARTT 200 - Three-Dimensional Art Fundamentals (3) IMDM 150 - Intro to Digital Media Theory and Culture (3)[NEW]† DSHU ENGL 101 - Academic Writing (3) FSAW
Credits: I4 (semester I)	Credits 17 / 31 (semester 2)
IMDM 227 - Intro to Computational Media (3) [NEW]	CMSC 216 - Intro to Computer Systems (4)
CMSC 250 - Discrete Structures (4) Gen Ed (3) FSOC	IMDM 290 - Collaborative Studio I: Image + Time (3) Gen Ed (3) DSHS*
ARTT 255 - Intro to Digital Art and Design Practices (3)	ENGL Elective (143/245/255/290/294) (3) DSHU
Gen Ed (3) DSSP (Non-major)*	Gen Ed (4) DSNS*
Credits: 16 / 47 semester 3)	Credits: 17 / 64 (semester 4)
CMSC 330 - Programming Languages (3)	IMDM 390 - Collaborative Studio II: Experiential Computing (3)
CMSC 351 Algorithms (3)	Professional Writing (3) FSPW
IMDM 327 - Augmented and Virtual Reality (3)	CMSC 4xx Elective (3)
Gen Ed (3) DSHS*	ARTT 37X / 47X elective (3)
Gen Ed (3) DSNL*	Open Elective (3)
Credits: 15 / 79 (semester 5)	Credits 15 / 94 (semester 6)
IMDM 490 - Capstone I (4)	IMDM 491 Capstone II (4)
CMSC 4XX Elective (3)	Open Elective (3)
Open Elective (3)	Open Elective (3)
Open Elective (3)	Open Elective (3)
Credits: 13 / 107 (semester 7)	Credits: 13 /120 (semester 8)
	MATH 140 - Calculus (4) (FSAR, FSMA) ARTT 100 - Two-Dimensional Design Fundamentals (3) DSSP IMDM 101 - Intro to Immersive Media (3)[NEW]† Credits: 14 (semester I) IMDM 227 - Intro to Computational Media (3) [NEW] CMSC 250 - Discrete Structures (4) Gen Ed (3) FSOC ARTT 255 - Intro to Digital Art and Design Practices (3) Gen Ed (3) DSSP (Non-major)* Credits: 16 / 47 semester 3) CMSC 330 - Programming Languages (3) CMSC 351 Algorithms (3) IMDM 327 - Augmented and Virtual Reality (3) Gen Ed (3) DSNL* Credits: 15 / 79 (semester 5) IMDM 490 - Capstone I (4) CMSC 4XX Elective (3) Open Elective (3) Open Elective (3) Open Elective (3)

^{*} All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester.

Track 2: Emerging Creatives

		Fall	Spring

	Credits: 16 / 107 (Semester 7)	Credits 13 / 120 (Semester 8)
Year 4	Open Elective 3xx/4xx (3) Open Elective (3) Open Elective(3) IMDM 470 - Performative Computing (3)[NEW] IMDM 490 - Capstone I (4)[NEW]	Open Elective 3xx/4xx (3) Open Elective 3xx/4xx (3) ARTT 37X / 47X elective (3) IMDM 491 - Capstone II (4)[NEW]
Year 3 Benchmark requirements - Semester five: ARTT 34x, 37x IMDM 350	Gen Ed (3) DSHS Gen Ed (4) DSNL Global Engagement #1 ARTT 37X elective (3) IMDM 350 - Advanced Digital Media Theory (3) [NEW]IS Credits: 16 / 76 (Semester 5)	Professional Writing (3) FSPW Open Elective (3) Global Engagement #2 IMDM 351 - Digital Innovation Marketing and Business (3)[NEW] IS IMDM 390 - Collaborative Studio II: Experiential Computing (3) [NEW] Credits: 15 / 91 (Semester 6)
ARTT210,255 IMDM 290, 227	Credits: 15 / 45 (Semester 3)	Credits 15 / 60 (Semester 4)
Year 2 Benchmark Requirements - Semester three: Successfully complete portfolio review process between 30 & 45 credits	Gen Ed (3) FSAR Gen Ed (3) FSOC ARTT 210 - Drawing II (3) ARTT 255 - Intro to Digital Art and Design Practices (3) IMDM 227 - Intro to Computational Media (3) [New]	ENGL Elective (143/245/255/290/294) (3) DSHU Gen Ed (3) DSNS Gen Ed (3) DSHS Gen Ed (3) DSSP (Non-major) IMDM 290 - Collaborative Studio I: Image + Time (3)[NEW]
Year I	ARHU 158 (3) MATH 115 - Precalculus (3) FSMA• CMSC 122 - Intro to Programming via Web (3) ARTT 100 - Two-Dimensional Design Fundamentals (3) IMDM 101 - Intro to Immersive Media (3)† DSSP Credits: 15 (Semester I)	Gen Ed (3) ENGL101 FSAW • IMDM 127 - Creative Coding for Digital Media(3) [NEW] ARTT 200 - Three-Dimensional Art Fundamentals (3) IMDM 150 - Intro to Digital Media and Theory & Culture (3)† DSHU ARTT 110 - Elements of Drawing (3) Credits: 15 / 30 (semester 2)

^{*} All students must complete two Distributive Studies courses that are approved for I-series courses. The Understanding Plural Societies and Cultural Competence courses may also fulfill Distributive Studies categories. † - offered every semester

University of Maryland General Education Requirements Overview				
Fundamental Studies: 15 Credits				
Fundamental Studies Academic Writing	3	FSAW		
Fundamental Studies Professional Writing	3	FSPW		
Fundamental Studies Oral Communication	3	FSOC		
Fundamental Studies Mathematics	3	FSMA		
Fundamental Studies Analytic Reasoning	3	FSAR		

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FSAR, do not need to take a less advanced Math course to fulfill the FSMA requirement).

Distributive Studies: 25 Credits		
Distributive Studies Natural Sciences	3	DSNS
Distributive Studies Natural Science Lab Course ²	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice ³	6	DSSP

² A second DSNL course can fulfill the DSNS course requirement.

I-Series Courses: 6 Credits

The signature courses of the UMD General Education program, I-Series courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

I-Series Course		6	SCIS

⁴ I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies⁶

Courses examine how diverse cultural and ethnic groups co-exist.

3-6 DVUP

Diversity Cultural Competence

Courses help students develop skills to succeed in a diverse world.

0-3 DVCC

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

⁵ These credits may be double counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DVUP courses or one DVUP course and one DVCC course.



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:

University of Maryland, College Park: Bachelor of Arts in Religions of the

Ancient Middle East

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland, College Park proposes to establish a Bachelor of Arts (BA) in Religions of the Ancient Middle East. The major will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, as well as the wide array of other religious and cultural beliefs, practices, and institutions that flourished between about 1200 BCE/BC and 850 CE/AD. Religion, and among them specifically Judaism, Christianity, and Islam, is important in public policy and civil society from the local to the international level. This program provides a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program also provides instruction in a broad variety of tools and methods including close textual study, archaeology, economic modeling, historical inquiry, and comparative study.

The program is 30-credits. Students take 12 credits of foundational courses and 15 credits of major electives. Students will also take an interdisciplinary Capstone seminar, typically in their final year. The program will also have an optional language track and an optional honors track. In anticipation that many students in the program will use this program as a second major, the program-credit level is set to 30 to allow for students to double major.

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

FISCAL IMPACT: No additional funds are required. The programs 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 Bachelor of Arts in Religions of the Ancient Middle East.

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



Main Administration Building College Park, Maryland 20742 301,405,5803 TEL 301,314,9560 FAX

October 2, 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 Bachelor of Arts program in Religions of the Ancient Middle East. 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, and was recommended for approval by the University Senate at its meeting on October 2, 2019. 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

1, hDa

Bonnie Thornton Dill, Dean, College of Arts and Humanities

UNIVERSITY SYSTEM OF MARYLAN	D INSTITUTION PROPOSAL FOR			
X New Instructional Progra	m			
Substantial Expansion/Ma	ajor Modification			
Cooperative Degree Prog	ram			
Within Existing Resource				
Requiring New Resources				
——————————————————————————————————————	•			
University of Maryland				
Institution Submittin	ng Proposal			
Religions of the Ancien Title of Proposed				
Bachelor of Arts	Fall 2020			
Award to be Offered	Projected Implementation Date			
1510.00	38.0201			
Proposed HEGIS Code	Proposed CIP Code			
The Meyerhoff Center for Jewish Studies	Hayim Lapin			
Department in which program will be located	Department Contact			
301-405-4734	hlapin@umd.edu			
Contact Phone Number	Contact E-Mail Address			
(Nh Dan	10-2-2019			
Signature of President or Designee	Date			

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

Description. The University of Maryland proposes to establish a new undergraduate major focused on religion and culture of the ancient Middle East. The program will offer students the opportunity to explore the world out of which biblical Israel and ancient Judaism, Christianity, and early Islam emerged, including the wide array of other religious and culture beliefs, practices, and institutions that flourished between 1200 years before, through 850 years after, the beginning of the Christian era (1200 BCE/BC through 850 CE/AD). The major builds upon an existing academic minor in Religious Studies and is designed with a relatively light set of requirements in order to facilitate opportunities for students to double-major with other disciplines. An optional language-enhanced track offers the opportunity for training in several relevant languages such as Greek, Arabic, and Hebrew, and others that are available through partnership with the Big Ten Academic Alliance.

Relation to Strategic Goals. As the Flagship campus, the University of Maryland prides itself on providing enriching and challenging undergraduate educational experiences in the liberal arts and sciences. Its programs in the humanities are closely linked with the area's cultural resources, including the Library of Congress, the National Archives, the Smithsonian, and other local museums. Faculty in the humanities disciplines are leaders in the preservation and interpretation of history and culture. The University offers many opportunities for global engagement so that students graduate with a broader understanding of the world around them, prepared to work on some of the world's toughest problems. The undergraduate major proposed here therefore speaks directly to goals 6 and 7 in undergraduate education of the University's most recent mission statement.

Funding. The majority of the coursework for the major will be derived from existing courses in several other disciplines in the humanities, such as history, art history, classics, religion, and languages. As a result, very little in the way of new resources for the program are required to package the courses into a coherent plan of study.

Institutional Commitment. The program will be administratively housed in the Joseph and Rebecca Meyerhoff Program and Center for Jewish Studies within the College of Arts and Humanities, which is the home of an existing major in Jewish Studies and a minor in Religious Studies, from which much of the coursework will be drawn. It is important to note, however, that this program is quite distinct from Jewish Studies, in that its focus is geographical and historical -- it explicitly incorporates study of other languages of relevance in the Middle East and will be delivered as a collaborative effort among faculty in several disciplines including history, classics, and languages.

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

Need. The proposed program advances knowledge around a key set of issues about which American culture often appears to lack understanding, especially from a historical perspective. Complex political issues rooted in the rise of Judaism, Christianity, and Islam are debated every day at the local, state and federal level and in the national media. These debates often take place on the basis of opinion or conventional knowledge, frequently based on siloed information within a specific religious community and with biases about others. The goal of this major is to foster a clearer, unsentimental, understanding of origins and the historical past as one factor in decision making, in addition to political, diplomatic, and military factors.

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¹ University of Maryland, College Park. (August 1, 2018). University of Maryland Mission Statement. (p. 5). Retrieved January 28, 2019 from: https://www.provost.umd.edu/Documents/Mission-Vision.pdf.

For the Meyerhoff Center, the proposed major represents a specific effort to enhance its ability to reach a more diverse population. Courses that are currently offered by the Meyerhoff Center—and particularly the courses that are at the foundations of the proposed BA program—have often drawn widely from across the campus and many are approved as part of the university's General Education curriculum. However, because the Center is most closely associated with Judaism, its courses end up being too tied to one sub-population to really attract a diverse student body. This proposed major intentionally actively seeks a much broader student body who are interested in Jewish, Christian, and Islamic origins. We note, for example, consistently high enrollment in ancient history courses and the number of heritage students in the DC area, especially of Iranian and Ethiopian descent.

State Plan. The proposed program aligns with the goal of innovation in the Maryland State Plan for Postsecondary Education, through creation of an innovative, multidisciplinary program that allows students to explore, through scholarly study, the origins and historical past of a complex set of issues that occupy political debate, diplomacy, and national security on a daily basis. The major promotes diversity and inclusion through its broad appeal to a wide diversity of students.

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

As a liberal arts major, labor statistics do not readily associate religious studies, classics, or ancient history degree programs with specific career objectives. The major is anticipated to provide graduates with important preparatory work in museums, in secondary education, and in various aspects government work associated with the Middle East. Those students who choose to pursue the language track will have unique training in less commonly taught languages. Generally, employment rates for graduates from the College of Arts and Humanities are above 90% upon graduation. The most recent Humanities Indicators Report² showed that unemployment rates for humanities degree recipients are not substantially different than the total U.S. average for bachelor's degree recipients, and humanities graduates find significant job satisfaction. Moreover, the program proposed here is specifically designed to be achievable as a double-major with another degree program.

D. Reasonableness of Program Duplication

At present, six institutions in the state offer majors in Religious Studies (Towson University, Hood College, Goucher College, McDaniel College, St. Mary's College of Maryland, and Notre Dame of Maryland University), while another handful (including UMD) offer minors in the field (UMBC, Morgan State, Salisbury University, and Stevenson University; students at Morgan State University can also complete a major in Philosophy that incorporates a religious studies track). Other relevant offerings in the state include a major in Near East Studies (Johns Hopkins University); minors in Arabic and Middle Eastern Studies, Medieval Studies, and Renaissance Studies (Hood College); and a minor in Book Studies (Goucher College).

The proposed program is in conversation with each of these other areas of study, but it overlaps directly with none of them. It will be the only program in the state to focus on the study of religion and culture in the ancient and the Near East in late Antiquity. As such, it will also be the first program in the state to introduce students to the integrated study of Judaism, Christianity, and Islam, in both their origins and their extended historical development.

E. Relevance to Historically Black Institutions (HBIs)

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² http://humanitiesindicators.org

This program is most comparable to the offerings of Morgan State University, whose department of Philosophy and Religious Studies offers a minor in Religious Studies and a Major in Philosophy with a Religious Studies track. However, while the program at Morgan State offers general instruction in Religious Studies (comparable to the general Religious Studies minor already offered at UMD), the proposed program is more specifically focused in terms of geography, time period, and culture. Other Maryland HBIs, including Coppin State University, Bowie State University, and the University of Maryland, Eastern Shore, include Religious Studies courses in their catalogs but do not provide specific programs in Religious Studies.

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

UMD has already established itself in the field of religious studies, as our Jewish Studies bachelor's program has been offered for many years. UMD has also offered undergraduate coursework in the religions, history, and languages of the ancient Middle East for a number of years. 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 University of Maryland has been offering a credential (first, a "citation;" later, a "minor") in Religious Studies since 2001. For most of that time, it has been administered by the Meyerhoff Center for Jewish Studies. While the major in Jewish Studies has experienced a decline in enrollment in recent years, classes in "biblical studies" more broadly conceived (Hebrew Bible/Old Testament, Ancient Near East, Early Christianity, etc.) continue to enroll well. To facilitate the expansion of offerings, the Center has partnered with an expert Islamist from the History department, as well as with archeologists, art historians, and classicists who have expertise in related chronological and geographical fields. Student surveys indicated strong interest in this broader curriculum, and most specifically there was an indication of interest in specific related languages such as Hebrew, Greek, or Aramaic. As a result, the design of the curriculum incorporates an optional enhanced language track for interested students. A steady state enrollment of about 30 students in the major is anticipated.

Faculty Oversight. The program will be overseen by the Meyerhoff Program and Center for Jewish Studies, which also houses the Religious Studies minor. As an interdisciplinary unit, the Meyerhoff Center has a mechanism for granting "Core Faculty Status" to faculties not appointed in Jewish Studies. The faculty oversight committee will initially consist of three faculty from Jewish Studies and one from History and may be extended as the program matures.

Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. The program's primary objectives are to provide students with a deeper understanding of the history of the Middle East within the context of the development of its three most prominent religions, Judaism, Christianity, and Islam. The major aims to provide a framework for the study of the emergence of these traditions in a broad historical, cultural, and comparative context. The program endorses the view that as academic teachers about religion, we encourage students to be "critics"—to cultivate the distance, and to develop the analytical tools to separate their own prior understanding based on their own knowledge or beliefs from those of the people they study, and to question the assumptions and practices of ancient founders and practitioners—rather than to be "caretakers" whose analyses must always be measured against the traditional values of the religious groups including those of contemporary leaders and practitioners.

Program learning outcomes are the following. Successful Majors in Religions of the Ancient Middle East (RAME) will:

- Demonstrate an understanding of fundamental methodological, historical, and/or comparative
 approaches to the study of religion and culture in the ancient Near East and apply this
 understanding to specific relevant examples. [Demonstrated through written work or final
 exam in one of the approved I-series courses]
- Describe and illustrate the development of at least two chronological, geographical, or cultural sub-areas. [Foundations]
- Formulate and defend an argument about religion and culture in the ancient near east informed by the modern scholarship and amply illustrated with reference to ancient evidence.
 [Demonstrated through written work, potentially including a major research paper, in the capstone course]

In addition to the above, Language track students will demonstrate the ability to use the languages they have studied as a tool for deep engagement with ancient source material.

An Honors track is also anticipated, and in addition to the above outcomes, Honors students will be expected to apply knowledge and approaches to investigate a high-level research question and to defend a thesis that is methodologically informed, makes ample use of ancient textual and/or non-textual evidence as well modern scholarly work, and present the results in clear and well-organized academic prose.

The degree to which the RAME program is meeting its goals will be assessed by means of its Learning Outcomes Assessment Plan (Appendix B).

Institutional assessment and documentation of learning outcomes. Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a template structure and are informed by a "best practices" guide and a rubric. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Course requirements. The RAME major will consist of 120 credits, with 30 credits that are specific to the requirements of the major. This is the minimum standard for an undergraduate bachelor's program, and by design is intended to be relatively light to allow students to double major in this cultural and historical area along with another discipline in the humanities in addition to completing their general education requirements. The major includes foundational courses comprising of one I-Series course (3 credits) and three courses (9 credits) in two or more geographical, chronological, or cultural subareas; 15 credits of electives, of which four courses (12 credits) must be at the upper level, and a capstone seminar. Students who wish to pursue the language track will complete an additional six credits in Hebrew, Greek, Arabic, or another relevant language beyond the first-year level. A prerequisite for the language track is 6-12 credits of prior instruction in the relevant language. Honors track students will complete the language track and will have additional requirements based on a plan approved by the University's Honors College. Specific course requirements are as follows; course descriptions are included in Appendix C.

Foundations (12 credits)

One approved I-Series course (3 cr)

RELS 289I: What is Religion? (DSHU,DSCC)

RELS 289M: Jesus, Mani, and Muhammad (DSPS, DSHU)

[WST 289]: [erusalem in Antiquity: The History of Sacred Space in a Holy City (DSPS, DSHU)

JWST 230: Inventing Tradition: The Making of Rabbinic Judaism (DSPS, DSHU)

Three courses in two or more geographical, chronological, or cultural sub-areas (9 cr)

HIST120: Islamic Civilization (DSHU)

RELS264: Intro to New Testament (DSHU)

JWST225: Religions of the Ancient Near East (DSHU)

JWST231: Jewish Texts and Cultures of the Second Temple Period (DSHU, DSPS)

JWST262: Intro to Hebrew Bible/Old Testament (DSHU)

Electives (15 credits; four courses at the upper level)

CLAS305: Archaeological Methods and Practice (DSHS)

HISTI 10: The Ancient World (DSHU)

HIST320: Early Christianity: Jesus to Constantine

HIST428R: Selected Topics in History; Transition to Islam: From the Ancient to the Medieval Muslim World

JWST324: Biblical History and Culture (3)

JWST325: Jews and Judaism in Antiquity I: Sixth Century BCE through the First Century CE

(DSHS or DSHU, DSSP, DSPC)

JWST326: Jews and Judaism in Antiquity II: First through Seventh Centuries (DSSP)

JWST430: Dead Sea Scrolls (DSHU, DSSP)

IWST468: Readings in the Hebrew Bible (3-4)

IWST469: Readings in Rabbinic Hebrew (3-4)

Other courses by permission of the program director

Capstone (3 cr)

RELS408: Capstone Seminar in Religion and Culture in the Ancient and Late Antique Near East [proposed and under review]

Language Track (minimum of 6 additional credits)

Prerequisite: First year language (6-12 credits).

Six credits in Hebrew, Arabic, Greek or other relevant language beyond the first-year level. Note: Students who place directly into second year language or above need only complete six credits of language. The number of prerequisite language credits varies by language.

See Appendix C for course descriptions.

General Education. Students will complete some of their general education requirements through courses in the major as well as electives offered across the campus. The curriculum plan in Appendix D shows an example of how students will progress through the major at the same time completing the general education requirements.

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

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. Students entering the major as internal transfers will meet with an advisor in the program when they declare the major.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events.

H. Adequacy of Articulation

Maryland community college students who complete the Associates degree prior to transfer to UMD are deemed to have completed their General Education requirements, with the exception of Professional Writing. There are no specific articulation agreements required for this major, but the coursework of transfer students will be evaluated with credit applied as appropriate. With the exception of the language courses, the majority of the courses do not have pre-requisites.

I. Adequacy of Faculty Resources

Program faculty. Faculty will be drawn from the Meyerhoff program and a variety of other departments within the College of Arts & Humanities. See Appendix A for faculty biographies of those currently expected to teach in the program.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center, workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group.

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

No new instructional facilities are required – the program will make use of the campus's existing general-purpose classrooms.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources. Most of the courses required for the major are already currently taught. The principle task will be to make sure that the Foundations course are taught on a frequent enough schedule to allow students to move through the major.

The program is also not expected to generate extensive new administrative responsibilities. The Meyerhoff Center has sufficient advising capacity to handle the anticipated number of students.

(See Tables I and 2 for estimated resources and expenditures)

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 (https://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 University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. Courses offered through the Religious Studies minor have been particularly attractive to students of diverse racial, ethnic, religious, gender, and sexual identities. The subject matter under discussion lends itself to broad and diverse interest, and our commitment to personal and engaged academic advising has always contributed to retention of diverse students from across the university. Among the current course offerings of the Religious Studies minor are three I-series classes (RELS 289I "What is Religion?"; RELS 289J "Jerusalem in Antiquity"; and RELS 289M "Jesus, Mani, and Muhammad") that attract 60 to 100 students each time they are taught. These courses attract students from a wide variety of backgrounds and disciplines, not only for their contents but because they fulfill significant General Education requirements (in Humanities, Cultural Competence, I-Series). Advertisement of the new major in these courses will provide an opportunity to recruit a diverse student body to the major.

O. Relationship to Low Productivity Programs Identified by the Commission N/A

 $\begin{array}{ll} \textbf{P.} & \textbf{Adequacy of Distance Education Programs} \\ N/A \end{array}$

Table I: Expenditures

Expenditure Categories	Year I	Year 2	Year 3	Year 4	Year 5
I. Faculty (b+c below)	\$45,220	\$46,577	\$47,974	\$49,413	\$50,896
a. #FTE	0.4	0.4	0.4	0.4	0.4
b. Total Salary	\$34,000	\$35,020	\$36,071	\$37,153	\$38,267
c. Total Benefits	\$11,220	\$11,557	\$11,903	\$12,260	\$12,628
2. Admin. Staff (b+c below)	\$9,310	\$9,589	\$9,877	\$10,173	\$10,478
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879
c. Total Benefits	\$2,310	\$2,379	\$2,451	\$2,524	\$2,600
3. Total Support Staff (b+c below)	\$6,650	\$6,850	\$7,055	\$7,267	\$7,485
a. #FTE	0.1	0.1	0.1	0.1	0.1
b. Total Salary	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628
c. Total Benefits	\$1,650	\$1,700	\$1,750	\$1,803	\$1,857
4. Graduate Assistants (b+c)	\$18,604	\$19,162	\$19,737	\$20,329	\$20,939
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Stipend	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
c. Tuition Remission	\$8,604	\$8,862	\$9,128	\$9,402	\$9,684
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	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL (Add I - 8)	\$89,784	\$92,178	\$94,643	\$97,182	\$99,798

Table 2: Resources

The university is not anticipating overall enrollment growth as a result of this major, so no new tuition revenue is assumed in identifying resources. Resources will come from reallocation of instructional resources from the collaborating departments, as needed.

Resources Categories	Year I	Year 2	Year 3	Year 4	Year 5
I.Reallocated Funds	\$89,784	\$92,178	\$94,643	\$97,182	\$99,798
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	5	15	20	30	40
b. Annual Tuition/Fee Rate	\$13,575	\$13,982	\$14,402	\$14,834	\$15,279
c. Annual FT Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d. # PT Students	I	I	I	I	I
e. Credit Hour Rate	\$565.40	\$582.36	\$599.83	\$617.83	\$636.36
f. Annual Credit Hours	20	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add I - 4)	\$89,784	\$92,178	\$94,643	\$97,182	\$99,798

Appendix A: Faculty and Organization

The following core faculty will deliver the majority of the program. Other faculty from across the College of Arts and Humanities will be engaged through electives and other course work.

Maxine Grossman, Associate Professor of Jewish Studies, Director of the Religious Studies minor, and Coordinator for the new major. Ph.D., University of Pennsylvania. Scholarly expertise: Dead Sea Scrolls; Hebrew Bible; Religious Studies Methodology

- RELS 289I: What is Religion?
- |WST 262: Intro to Hebrew Bible/Old Testament
- JWST 231: Jewish Texts and Cultures of the Second Temple Period

Hayim Lapin, Robert H. Smith Professor of Jewish Studies and History; Director of the Joseph and Rebecca Meyerhoff Program and Center for Jewish Studies. Ph.D., Columbia University. Scholarly expertise: Judaism in Late Antiquity; Early Christianity; Religion in the Later Roman World.

- RELS 289M: Jesus, Mani, and Muhammad
- HIST 281: Inventing Tradition: The Making of Rabbinic Judaism
- RELS 264: Intro to New Testament
- JWST 230: Rabbinic Movement: History and Culture

Matthew Suriano, Associate Professor of Near Eastern Languages and Cultures. Ph.D., UCLA. Scholarly expertise: Archaeology, Ancient Near East, Hebrew Biblical Studies

- JWST 289J: Jerusalem in Antiquity The History of Sacred Space in a Holy City
- JWST 225: Religions of the Ancient Near East
- JWST 262: Intro to Hebrew Bible/Old Testament

Antoine Borrut, Associate Professor of History and Director of Undergraduate Studies in History. Ph.D., La Sorbonne. Scholarly expertise: Islam, Pre- and Early Islamic Arabia and the Middle East.

- HIST 120: Islamic Civilization
- HIST 428R: Selected Topics in History; Transition to Islam: From the Ancient to the Medieval Muslim World

Appendix B: Learning Outcomes Assessment Plan

Annually: Collect data from Foundations and I-Series classes, Capstone courses, and Honors theses.

- Faculty in relevant courses use rubrics to assess majors. Data compares majors to all course takers
- Faculty reports outcomes to LOA coordinator
- Rubrics are attached.

Year I

Outcome 1: Methodological, historical, and/or comparative approaches

• Assessment based on final assignment in an I-Series Foundations courses

Outcome 2: Developments in two or more regional, geographical, or chronological sub-areas

- Assessments of individual areas based on Foundations courses
- LOA coordinator and committee will need to cross-check to verify that students are meeting expectations in two or more areas.

Year 2

Outcome 3: Formulate and defend an independent argument about religion and culture in the ancient Near East

Assessment based on final work product in Capstone/Thesis

Language track: Use the primary languages as a tool for deep engagement

• Assessment based on final work product in Capstone/Thesis

Honors track: Apply knowledge and approaches to a high-level research question

Assessment based on final work product in Capstone/Thesis

Outcome I: Successful Majors will **demonstrate an understanding of** fundamental methodological, historical, and/or comparative approaches to the study of religion and culture in the ancient Near East and will **apply this understanding** to specific relevant examples. [Demonstrated through written work or final exam in one of the approved I-series courses]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understanding of method/theory	Demonstrates a sophisticated understanding of the historical backdrop and major innovations of the approach. Shows a deep understanding of key terminology and an integrated sense of the relationships of concepts within the approach.	Demonstrates an understanding of the historical backdrop and major innovations of the approach. Shows some understanding of key terminology and begins to integrate concepts within the approach.	Has difficulty demonstrating an understanding of the historical backdrop and major innovations of the approach. Can identify key terminology but may have trouble integrating concepts within the approach.
Application of method/theory to relevant examples	Identifies a relevant example for which this approach is appropriate. Applies the approach to the example in a consistent, thorough, and descriptive manner. Coherently integrates this application into a larger understanding of the approach.	Identifies an example for which this approach may be appropriate. Applies the approach to the example and provides some description. Provides a context for integration of this application.	Identifies an example for assessment of this approach, without attention to appropriateness. Applies the approach to the example. Has some difficulty providing a context for integration of the application.
Critique and analysis of method/theory	Understands the limits of the approach and can suggest contexts in which it might be especially valuable or in some way problematic.	Can identify limits for the approach and some of its potential benefits or shortcomings.	Has difficulty identifying the limits of this approach and its potential benefits or shortcomings.
Extrapolation from findings	Extrapolates in creative, interesting, and novel ways from this work to its larger possibilities.	Can extrapolates from this work to its larger possibilities.	Has difficulty extrapolating from this work to its larger possibilities.

Outcome 2: Successful Majors will **describe** and **illustrate** the development of at least two chronological, geographical, or cultural sub-areas. [Demonstrated through written work or final exam in one or more of the approved foundations courses]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Description of a chronological, geographic or cultural subgroup (must be completed for two different groups)	Shows a deep understanding of the historical setting and development of the group. Demonstrates a coherent and sophisticated understanding of major social, cultural, and historical developments of the group. Uses concepts and terminology with rigor and clarity.	Shows an understanding of the historical setting and development of the group. Demonstrates understanding of some social, cultural, and historical developments of the group. Can define concepts and terminology with some clarity.	Has difficulty showing understanding of the historical setting and development of the group. Can identify some social, cultural, and historical developments of the group. Can define concepts and terminology to a limited extent.
Illustration of historical example (must be completed for two different groups)	Identifies a relevant and significant example of social, cultural, or historical significance. Engages with the example in a consistent, thorough, and descriptive manner. Coherently integrates this illustration into a larger understanding of group.	Identifies an example of some social, cultural, or historical significance. Engages with the example and integrates it into a reasonable understanding of group.	Has difficulty identifying a relevant and significant example of social, cultural, or historical significance. Engages minimally with the example and shows a limited ability to understand it in terms of group.
Critique and analysis of the process	Understands the limits of the illustration process and can suggest contexts in which it might be especially valuable or in some way problematic.	Can identify limits for the process and some of its potential benefits or shortcomings.	Has difficulty identifying the limits of this process and its potential benefits or shortcomings.
Extrapolation from findings	Extrapolates in creative, interesting, and novel ways from this work to its larger possibilities.	Can extrapolates from this work to its larger possibilities.	Has difficulty extrapolating from this work to its larger possibilities.

Outcome 3: Successful Majors will **formulate** and **defend** an argument about the ancient near east informed by the modern scholarship and amply illustrated with reference to ancient evidence. [Demonstrated through written work, potentially including a major research paper, in the capstone course]

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Formulation of argument	Thinks creatively about the possibilities for cultivating a research question that is significant and responsible. Sets appropriate limits for the range and content of the argument to be defended.	Develops a reasonable research question and sets some limits on the range and content of the argument to be defended.	Has difficulty developing an independent research question and setting limits on the range and content of the argument to be defended.
Research in support of argument	Identifies relevant and appropriate primary and secondary sources. Reviews sources using a coherent approach, and records findings in responsible detail.	Identifies a limited number of primary and secondary sources. Reviews sources with relative thoroughness and records findings in some detail.	Has difficulty identifying relevant and appropriate sources. Reviews sources without a coherent approach and does not fully record findings in responsible detail.
Presentation and defense of argument	Generates a convincing argument, supported by copious primary and secondary sources. Presents final paper with proper attention to style, mechanics, and annotation.	Generates an acceptable argument, supported by primary and secondary sources. May have some shortcomings in style or mechanics, but not in annotation.	Generates an argument, not fully supported by sources. Presents final paper with significant problems in style or mechanics. (Failure demonstrate proper annotation may be an honor offense).
Scholarly sophistication and creativity	Presents work that reflects scholarly creativity and insight.	Presents work in which some scholarly independence is evident.	Has difficulty working independently.

In addition to the above, Language Track students **demonstrate** the ability to use the languages they have studied as a tool for deep engagement with ancient source material.

	Exceeds Expectations	Meets Expectations	Does Not Meet
			Expectations
Support a thesis or argument that depends on use of extended source material in the original language Support a thesis or argument with analysis of specific grammatical,	Claims based on the reading of the source material are always correct and conclusions drawn always appropriate to the source material. Analysis is always correct and conclusions drawn always appropriate to the source material.	Claims based on the reading of the source material are usually correct and conclusions drawn usually appropriate to the source material. Analysis is usually correct; conclusions drawn are usually appropriate to the source material.	Claims based on the reading of the source material are frequently incorrect and/or conclusions drawn inappropriate to the source material. Analysis may be substantially incorrect and/or conclusions drawn inappropriate to the source
morphological, or syntactic data from the source material.			material.

In addition to the above, Honors students *apply* knowledge and approaches to *investigate* a high-level research question and to *defend* a thesis that is methodologically informed, makes ample use of ancient textual and/or non-textual evidence as well modern scholarly work, and present the results in clear and well-organized academic prose.

	Exceeds Expectations	Meets Expectations	Does not Meet Expectations
Assembly and critical assessment of bibliography	The student is always able to recognize appropriate source material.	The student is able to recognize appropriate source material.	The student is not able to recognize appropriate source material.
Clarity and coherence of writing	The student's writing is consistent in its organization and lucidity, displaying a clear objective.	The student's writing is organized and/or displays a clear objective.	The student's writing is not well organized and displays a clear objective.
Articulation of a thesis and extended argument	The student is able to identify a problem in research and organize a strong argument around this problem.	The student is able to identify a problem in research and organize an argument around this problem.	The student is not able to identify a problem in research and organize an argument around this problem.
High level research question	Research question and use of sources critique and/or extend current research in the field.	Research question and use of sources correctly and fully represent scholarship without extensive critique or extension.	Research question and use of sources may not show correctly or adequately reflect current research. Student is unable to critique current approaches.

Appendix C: Course Descriptions

HIST 120 (or RELS 120) - Islamic Civilization (3 credits)

Prerequisites: N/A

Introduction to society and culture in the Middle East since the advent of Islam: as a personal and communal faith; as artistic and literary highlights of intellectual and cultural life; and as the interplay between politics and religion under the major Islamic regimes.

RELS 264 – Introduction to the New Testament (3 credits)

Prerequisites: N/A

A historical and literary introduction to the New Testament focusing on the context of the authors and the development of earliest Christianity.

CLAS305 (or ANTH305, ARTH305) – Archaeological Methods and Practice (3 Credits) Prerequisites: ANTH240, ARTH200, or CLAS180.

A team-taught, interdisciplinary course discussing theories, methods, and ethical issues in the practice of archaeology.

HISTII0 - The Ancient World (3 Credits)

Prerequisites: N/A

Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture; religion and myth in the ancient Near East; Greek philosophical, scientific, and literary invention; and the Roman tradition in politics and administration.

HIST320 (or JWST331) - Early Christianity: Jesus to Constantine (3 Credits)

Prerequisite: Must have completed one course in ancient history at the 200 level. Social and religious history of early Christianity from its origins in the first century to the reign of Constantine.

HIST428R – Selected Topics in History (3 Credits)

Prerequisites: N/A

Transition to Islam: From the Ancient to the Medieval Muslim World

JWST225 - Religions of the Ancient Near East (3 Credits)

Prerequisites: N/A

Introduction to ancient Near Eastern religious systems and mythology, from the third millennium BCE through the fourth century BCE. Particular emphasis on Mesopotamia and ancient Israel.

JWST230 (or HIST281) - Inventing Traditions: The Making of Rabbinic Judaism (3 Credits)

Prerequisites: N/A

Introduces the dramatic literary and cultural (as well as political and demographic) innovations that reshaped Judaism in late antiquity. Examines the fundamental works and genres of rabbinic literature and the religious movement that produced them. Special emphasis on the rabbinic uses of "tradition" to enhance authority and legitimacy, and to foster group identity.

JWST231 – Jewish Texts and Cultures of the Second Temple Period (3 Credits)

Prerequisites: N/A

An introduction to the literature, history, and culture of Jews in the period between the sixth century BCE and the second century CE. Special topics may include the rise of the formation of the biblical canon, scriptural interpretation, sectarian and revolutionary movements, and growth of the diaspora.

JWST262 – Introduction to the Hebrew Bible/Old Testament (3 Credits) Prerequisites: N/A

Origins of the Hebrew Bible (Old Testament), with attention to literary formations, archaeology, and social-political settings. Explorations of major questions, including who wrote the Bible, and when; relationships of the biblical tradition to the mythology and religious structures of ancient Israel's near eastern neighbors; and dynamics of politics, religious leadership, and law.

JWST289J (or RELS 289J) – New Explorations in Jewish Studies (3 Credits)

Prerequisites: N/A

Jerusalem in Antiquity: The History of Sacred Space in a Holy City.

JWST324 (HIST331) - Biblical History and Culture (3 Credits)

Prerequisites: N/A

Study of the political, social, and religious development of the Jewish nation from its inception to its return from exile in Babylonia around 536 C.E. Focus on biblical texts, archeological finds, and source materials from neighboring cultures to reconstruct political history and the development of religious concepts.

JWST325 (HIST 370) – Jews and Judaism in Antiquity I: Sixth Century BCE through the First Century CE (3 Credits)

Prerequisites: N/A

Political, social, and religious history of the Jews from the Persian Period to the Judean Revolt of 66-70CE. Special attention to the rise of sectarian and revolutionary movements.

JWST326 (or HIST331) – Jews and Judaism in Antiquity II: First through Seventh Centuries (3 Credits)

Prerequisites: N/A

Political, social, and religious history of the Jews from the destruction of the Jerusalem Temple in 70 CE to the Muslim conquests. Special attention to the political transformations in Judaism under late Roman Christianity, and the rise of the Rabbinic movement.

JWST430 (or RELS430) - Dead Sea Scrolls (3 Credits)

Prerequisite: Must have completed one JWST course or one RELS course; or permission of ARHU-Meyerhoff Program & Center for Jewish Studies.

A study of the Dead Sea Scrolls in their ancient and modern settings, and in terms of contemporary scholarly interpretations of their meaning. Interpretations of the historical significance of these documents, their connections to ancient Jewish sectarian movements, and their implications for our understanding of Judaism, Christianity, and the history of the Bible.

JWST468 - Readings in the Hebrew Bible (3-4 Credits)

Prerequisite: HEBR313; or permission of instructor

Readings in the Hebrew text of the Bible. Emphasis in close reading, grammar analysis, and modern interpretations of the Bible. Language of instruction English; all texts in Hebrew.

JWST469 - Readings in Rabbinic Hebrew (3-4 Credits)

Prerequisite: HEBR313; or permission of instructor

Readings in classical rabbinic texts and related corpora. Emphasis on grammar and reading skills as well as critical analysis of the material. Language of instruction: English; all texts in original language.

RELS289M – New Explorations in Religious Studies (3 Credits)

Investigation of critical and innovative responses in Religious Studies. Jesus, Mani, and Muhammad

RELS408 – Capstone Seminar in Religion and Culture in the Ancient and Late Antique Near East

Prerequisites: N/A

A capstone seminar for majors in Religion and Culture in the Ancient and Late Antique Near East , designed to provide the intellectual framework for a substantial, interdisciplinary research project. Course topics will be thematic and students will be encouraged to explore comparative or interdisciplinary approaches.

Appendix D: Sample Four Year Plans with Benchmarks

The general major requirements are designed such that students may double major with another humanities program. The sample plan includes particular courses from the list of requirements, but substitutions are possible as long as the requirements are met. Students in the language track may substitute electives in years I and 2 for 6 credits of language pre-requisites. The College of Arts & Humanities has requirements of ARHU158 and a Global Engagement requirement that may be satisfied through upper-level language, Education Abroad, or another approved global experience. See next page for the guide to the major and UMD General Education requirements and codes.

Fall		Spring					
Year I							
ENGLI01 (FSAW)	Academic Writing	3	Gen Ed Math (FSMA)		3		
ARHU158 (DSSP)	(College Requirement)	3	HIST I 20 (MFC; DSHU)	Islamic Civilization	3		
RELS189I (MFC; SCIS)	What is Religion?	3	Gen Ed (DSHS)		3		
Gen Ed (DVUP)		3	Gen Ed (DVUP)		3		
Elective		3	Gen Ed (SCIS)		3		
	Total credits	15		Total Credits	15		
		Yea	ır 2				
RELS264 (MFC; DSHU)	Introduction to the New	3	JWST225 (MFC; DSHU)	Religions of the	3		
	Testament			Ancient Near East			
Gen Ed (FSAR)		3	Gen Ed (DSNS)		3		
Gen Ed (DSSP)		3	COMM107 (FSOC)	Oral Communication	3		
Electives		6	Electives		6		
	Total Credits	15		Total Credits	15		
		Yea	ır 3				
Major Elective (MEC)	(Any level)	3	Major Elective (MEC)	(300-400 Level)	3		
Major Elective (MEC)	(300-400 Level)	3	Major Elective (MEC)	(300-400 Level)	3		
Gen Ed Lab (DSNL)		4	ENGL39X (FSPW)		3		
Global Engagement	(College Requirement)	3	Gen Ed (DSHS)		3		
Elective		3	Elective		3		
	Total Credits	16		Total Credits	15		
	Year 4						
RELS408 (MCC; DSSP)	Capstone Seminar	3	Major Elective (MEC)	(300-400 Level)	3		
Electives		П	Electives		12		
	Total Credits	14		Total Credits	15		
	Tota	al Cre	edits: 120				

Major and General Education Overview

Category	Credits	Code
Major Requirements: 30 Credits		
Major Foundations Courses	12	MFC
Major Elective Courses	15	MEC
Major Capstone Course	3	MCC
Courses may be used to fulfill General Education requirements (see below).		
General Education Requirements: 40 Credits Minimu	ım	
Fundamental Studies: 15 Credits		
Fundamental Studies Academic Writing	3	FSAW
Fundamental Studies Professional Writing	3	FSPW
Fundamental Studies Oral Communication	3	FSOC
Fundamental Studies Mathematics	3	FSMA
Fundamental Studies Analytic Reasoning ²	3	FSAR
into and pass a calculus course, which counts for FSAR, do not need to take a less ac	lvanced Math co	urse to
into and pass a calculus course, which counts for FSAR, do not need to take a less ac fulfill the FSMA requirement). Distributive Studies: 25 Credits	lvanced Math co	urse to
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fulfill the FSMA requirement). Distributive Studies: 25 Credits		
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⁷ Students may take either two DVUP courses or one DVUP course and one DVCC course.

BOARD OF REGENTS



SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: New Academic Program Proposal:

University of Maryland, College Park: Doctor of Public Health

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland proposes to establish a Doctor of Public Health, a professional practice doctoral degree that is recognized as a terminal degree for high-level leaders in the field of public health. Admitted students must have at least three years of public health practice experience and have a Master of Public Health, Master of Health Administration, or an equivalent degree. The program will develop health professionals who are competent in understanding the health needs of populations and qualified to design, implement, and evaluate programs and policies aimed at improving the public's health.

The program will be offered online in a semester-based format with an additional requirement that students spend two one-week periods per year on campus in January and August. The curriculum consists of 44 total credits: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The 13 core credits focus on leadership, communication, policy, and quantitative methods. The 16 specialization credits focus on executive leadership in public health. The program will not require a dissertation, but a 15-credit culminating experience that will focus on a public health challenge facing a public health organization. Students will, under faculty mentorship, complete at least one project addressing a public health challenge facing an organization. In the Doctoral Capstone (12 credits), students will complete a field-based doctoral project designed to influence public health programs, policies, or systems.

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

FISCAL IMPACT: No additional funds are required. The programs 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 University of Maryland, College Park to offer the Doctor of Public Health.

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



Main Administration Building College Park, Maryland 20742 301,405,5803 TEL 301,314,9560 FAX

September 24, 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 Doctor of Public Health program, located within our School of Public Health. 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, and was recommended for approval by the University Senate at its meeting on September 12, 2019. 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 Boris Lushniak, Dean, School of Public Health UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x New Instructional Progra	am
Substantial Expansion/N	
Cooperative Degree Pro	170-160s
Within Existing Resource	
Requiring New Resource	ls .
University of Maryland	d, College Park
Institution Submitti	
Public Hea	No. of the contract of the con
Title of Proposed	Program
Doctor of Public Health	Fall 2020
Award to be Offered	Projected Implementation Date
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	51 2201
Proposed HEGIS Code	51.2201 Proposed CIP Code
Proposed HEGIS Code	51.2201 Proposed CIP Code
Proposed HEGIS Code School of Public Health	
School of Public Health	Proposed CIP Code
School of Public Health	Proposed CIP Code Dr. Robert Gold
School of Public Health	Dr. Robert Gold Department Contact
School of Public Health Department in which program will be located	Proposed CIP Code Dr. Robert Gold
School of Public Health Department in which program will be located 301-405-2517	Dr. Robert Gold Department Contact rsgold@umd.edu Contact E-Mail Address
School of Public Health Department in which program will be located 301-405-2517	Dr. Robert Gold Department Contact rsgold@umd.edu

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

Description. As the flagship campus of the University System of Maryland, the mission of the University of Maryland, College Park (UMD) is committed to providing excellent teaching, research, and public service within a supportive, respectful and inclusive environment. As one of the country's first land-grant institutions, UMD uses its strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. The proposed program leading to a Doctor of Public Health (DrPH) program aligns with this mission. The DrPH is an advanced professional degree designed for public health practitioners, and the program proposed here will focus on the practical application of public health principles for senior-level administrators through a curriculum centered on leadership in public health.

Relation to Strategic Goals. The proposed DrPH program speaks directly to Objective 5 of those for Graduate Education identified in UMD's most recent mission statement, which is to "expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their spirit of innovation and creativity." The School of Public Health is proposing a schoolwide DrPH with the potential for several areas of emphasis. The first of these focuses on Executive Leadership in Public Health and will be administered through the Department of Behavioral and Community Health. We anticipate a relatively small cohort size per concentration, growing to 12 students admitted annually as the program is developed.

Funding. Resources for the new program will be drawn from tuition revenue, from the School of Public Health, and from reallocated funds through the Office of the Provost.

Institutional Commitment. The program will be administered by the School of Public Health and UMD's Office of Extended Studies, which provides streamlined administrative support for professional graduate programs across the campus.

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

Need. In the modern era of public health, often referred to as Public Health 3.0, there exists a call to action to "boldly expand the scope and reach of public health to address all factors that promote health and well-being..." which now also includes social determinants of health as well as economic factors, education, environment, violence and other societal influences. As public health challenges become more complex, requiring comprehensive systems approaches, the next generation of leaders must be multi-skilled practitioners to address entrenched problems locally, nationally, and around the world. In the last 15 years, the DrPH as a credential has grown in importance as it has become clear that there is an increased need for senior public health leaders educated in advocacy, communication, community and cultural orientation, critical analysis, leadership, management, professionalism and ethics, and policy analysis and development. Demand has thus also continued to grow: data from the Association of Schools and Programs of Public Health (ASPPH) indicate a growth in doctoral degree conferral of 302% between 1992 and 2016.²

¹ DeSalvo, K. B., O'Carroll, P. W., Koo, D., Auerbach, J. M., & Monroe, J. A. (2016). Public Health 3.0: Time for an Upgrade. *American journal of public health*, 106(4), 621–622. doi:10.2105/AJPH.2016.303063

² Leider, J.P., Plepys, C.M., Castrucci, B.C. et al. (2018). Trends in the Conferral of Graduate Public Health Degrees: A Triangulated Approach. *Public Health Reports*. Volume: 133 issue: 6, page(s): 729-737

State Plan. The proposed DrPH program aligns with strategies 8 and 11 in the Maryland State Plan for Postsecondary Education.³ Strategy 8 focuses on developing partnerships to support workforce development. The development of this DrPH program is grounded in calls from the public health community for additional training for emerging leaders in the field. Anecdotally, the foremost question fielded by our faculty at the largest annual meeting of public health practitioners over the last three years is when the School will offer a DrPH program. Strategy 11 of the Plan calls for a culture of risk-taking and experimentation. The hybrid model described below will combine the best of executive education strategies with excellent pedagogy in online courses, leading to a convenient and accessible format for working professionals, but also a cohort structure that promotes a learning community and a substantive capstone experience of direct relevance to education in public health practice.

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

The University sits at the nexus of public health employment in the US in all sectors – State, federal, private, and nonprofit. More than 84,000 federal workers employed by Health and Human Services reside in the National Capital Region (NCR).⁴ The NCR also has the highest percentage, 26%, of workers employed by nonprofit organizations of any region in the US with 68% of all nonprofit private sector employment falling in the health care and social assistance category.⁵ The third largest employment sector in Maryland is education and health services, which has shown consistent annual growth greater than 3% over the last 10 years, according to the Bureau of Labor and Statistics (USBLS)⁶⁷. USBLS identifies 26 of 818 jobs that are growing faster than average and will require Master's or higher at entry level; of those, 4 of 26 would be categorized as Public Health but not Healthcare/Medicine. This does not account for those positions that would require a doctoral degree for competitive promotion opportunities. Government sector jobs are also growing at faster than average rate with the majority of employment opportunity in the NCR. The six schools with accredited hybrid DrPH programs as well as those with in-residence programs have seen a steady increase in applications and enrollments since ASPPH published guidelines for DrPH curricula in 2009.

D. Reasonableness of Program Duplication

Two other programs in the state offer DrPH degrees, but neither emphasize interdisciplinary public health leadership and strategy for combatting complex emerging and anticipated public health issues.

- The Bloomberg School of Public Health at Johns Hopkins University, a private institution, offers a DrPH
 in 4-6 years. The School requires a full year of coursework in a specialty track in addition to the core
 courses and follows a more traditional qualifying exam and dissertation route akin to a PhD program.
- The School of Community Health and Policy at Morgan State University offers a generalized DrPH with advanced courses required in each of the five foundational public health domains, electives, three internships, and a dissertation. The program is taught entirely in person over the course of four years

³ Maryland Higher Education Commission. (2017): Maryland State Plan for Postsecondary Education.

⁴ Governing. Federal Employees By State (2019). https://www.governing.com/gov-data/federal-employees-workforce-numbers-by-state.html

⁵ Lester M. Salamon and Chelsea L. Newhouse, "The 2019 Nonprofit Employment Report," *Nonprofit Economic Data Bulletin no. 47*. (Baltimore: Johns Hopkins Center for Civil Society Studies, January 2019). Available at ccss.jhu.edu

⁶ Bureau of Labor Statistics Occupational Outlook Handbook (Last Updated September 2019). https://www.bls.gov/ooh/home.htm

⁷ Bureau of Labor Statistics *Occupational Employment Statistics* (Last Updated September 2019). https://www.bls.gov/oes/current/oessrcst.htm

for full-time students. The program does not require a Master's degree for admission and does not have a leadership focus embedded within the curriculum.

The proposed program will be primarily taught online, with a focus on Executive Leadership in Public Health. The expected student will be an experienced public health practitioner with at least 3 years of experience in roles of increasing responsibility and leadership, and will have already earned a Master's degree, either a Master of Public Health, a Master of Health Administration, or another relevant credential. It is expected that applicants to the proposed program will be working full time and will be able to complete all requirements of the DrPH within three years. An internship will be required and a capstone project will be the culminating scholarship requirement as opposed to a more conventional research-based dissertation.

E. Relevance to Historically Black Institutions (HBIs)

The program offered by Morgan State University through their School of Community Health and Policy is more of a generalist degree program than that proposed here. According to the website, "The Public Health Program offers the Doctor of Public Health (DrPH) generalist specialization which provides its students with research, policy making, program planning, and cultural skills. Graduates are competent in the development and implementation of health promotion and disease prevention programs which support behavior change at the community, family, and individual levels." The existing Morgan State University program and the proposed UMD program are designed to support students with very different characteristics, interests, and required career entry points. Those students who may be interested in a more generalist DrPH and in entering a program earlier in their career would be able to matriculate to Morgan State University's program, in which they would advance their overall knowledge in the five domains of public health plus a chosen specialization based on available electives.

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

Of note is that Morgan State University's DrPH program uses a fully face-to-face delivery, whereas the program proposed here is a blended approach, with most coursework online. As discussed above, the proposed program is not expected to 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 programs within UMD's School of Public Health (SPH) are accredited by the Council on Education for Public Health (CEPH). In its most recent accreditation standards, CEPH has outlined a substantial change in its thinking regarding professional doctoral programs, calling for a DrPH with a focus on leadership skills. The School of Public Health initiated a year-long investigation into existing programs, enrollment levels, and curricular emphases, and from this developed a strategy that aligns with CEPH's vision and the School's expertise. In parallel with the program development, the UMD Graduate School commissioned a small team, led by the Associate Dean in the School of Public Health, to establish policies and criteria for professional doctoral programs that are aligned with the requirements of CEPH and other professional accrediting bodies.

The program will be offered in a hybrid format, with most of the coursework online but with an additional requirement that students spend two one-week periods per year on campus (in January and August). This hybrid format and cohort structure promotes a learning community for full-time students, who would be able to complete the program in three years. The curriculum consists of 44 total credits beyond the Master's

degree: 13 core credits, 16 specialization credits, and 15 culminating experience credits. The core credits focus on leadership, communication, policy, and quantitative methods. The initial specialization credits focus on executive leadership in public health; the School plans to develop and add more specializations after the program is established. The culminating experience requires two courses: one (3 credits) focused on a project that addresses a public health challenge facing an organization; the second focused on a 12-credit doctoral capstone experience in which students complete a field-based project designed to influence public health programs, policies, or systems. Student must demonstrate a synthesis of all competencies in the program and complete both a written deliverable and an oral defense.

Faculty Oversight. The program will be overseen by a program director within the dean's office of the School of Public Health. The core courses will be taught by faculty from across the School. The specific focus of Executive Leadership in Public Health will be overseen by faculty in the department of Behavioral and Community Health, with a local director for online program administration. A graduate program advisory committee will provide guidance on overall curricular content and pedagogy. Appendix A has a listing of faculty involved in the program along with their credentials.

Educational Objectives and Learning Outcomes. There are eight primary competencies of the DrPH program. These encompass all of the CEPH competencies required to acquire and maintain accreditation as well as those specific to the School of Public Health and to the department of Behavioral and Community Health.

1. Profession & Science of Public Health. Define communities and identify and assess relevant population health needs.

Explain public health history, philosophy and values.

Identify the core functions of public health and the 10 Essential Services.

Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.

List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.

Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

Explain the critical importance of evidence in advancing public health knowledge.

2. Factors Related to Human Health. Analyze and theorize the influences of social context and behavior on health.

Explain effects of environmental factors on a population's health.

Explain biological and genetic factors that affect a population's health.

Explain behavioral and psychological factors that affect a population's health.

Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

Explain how globalization affects global burdens of disease.

Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health).

3. Data & Analysis. Apply relevant qualitative and quantitative tools and concepts.

Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health.

4. Leadership, Management & Governance. Enhance leadership skills through experiential coursework and reflection.

Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.

Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.

Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems.

5. Create a strategic plan. Apply public health theory and experiential evidence to develop and manage program and institutional strategies.

Facilitate shared decision making through negotiation and consensus-building methods.

Create organizational change strategies.

Propose strategies to promote inclusion and equity within public health programs, policies and systems.

Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.

Propose human, fiscal and other resources to achieve a strategic goal.

Cultivate new resources and revenue streams to achieve a strategic goal.

6. Policy & Programs. Assess the functions, capacities, management and governance of governmental, international and non-state organizations.

Design a system-level intervention to address a public health issue.

Integrate knowledge of cultural values and practices in the design of public health policies and programs.

Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.

Propose interprofessional team approaches to improving public health.

7. Education & Workforce Development. Plan health education/communication programs.

Assess an audience's knowledge and learning needs.

Deliver training or educational experiences that promote learning in academic, organizational or community settings.

Use best practice modalities in pedagogical practices.

8. UMD SPH-specific Program Competencies. Promote and protect the health and well-being of communities throughout Maryland, the nation, and the world through engagement in transdisciplinary research, teaching, and service from within a biopsychosocial framework.

Build organizational capacity to envision and select strategies to address acute problems.

Utilize principles of media advocacy to communicate the public health mission, values, objectives, and priorities to all intended audiences.

Utilize principles of social marketing and health education to communicate routinely with target audiences regarding public health needs, objectives, accomplishments, and critical or crisis-related information.

Identify escalating public health issues and guide or mediate action to avoid crisis levels.

Identify and analyze policy issues and alternatives related to selected public health problems.

Institutional assessment and documentation of learning outcomes. Learning outcome assessments are detailed in Appendix C for each competency and subcomponent.

Course requirements. The table below contains a sample program of study. Specific course information is included in Appendix B.

First Year	Second Year	Third Year
Summer I – 1 credit (in person)	Summer II – 4 credits	Summer III – 3 credits
Introduction to Successful Online Learning (0)	HLSA 723 - Health Policy Analysis and Advocacy (3)	HLTH 829 - Doctoral Capstone Proposal (3)
HLTH 609 - Journal Club: Foundations of Leadership (1)	HLTH 709 - Leadership Seminar: Strategic Planning in Public Health (1) (in person)	Qualifying Exams – Advance to Candidacy
Fall I – 5 credits	Fall II – 6 credits	Fall III – 3 credits
EPIB 651 - Applied Regression Analysis (3)	HLTH 625 - Community Assessment Through Qualitative Methods (3)	W.T.I. 020 D (2)
SPHL 705 - Transformational Leadership and Systems Thinking (2)	Elective (3) [e.g. implementation science, disabilities studies, health communication, health literacy]	HLTH 829 - Doctoral Capstone (3)
Winter I – 2 credits (in person)	Winter II – 3 credits (in person)	Winter III – 3 credits
HLTH 709 - Leadership Seminar: Designing the DrPH Capstone (1)	HLTH 609 - Journal Club: Big Data and Predictive Analytics (1)	HLTH 829 - Doctoral Capstone (3)
HLTH 709 - Leadership Seminar: Grant & Scholarly Writing (1)	SPHL 706 - Leadership in Crisis (2)	
Spring I – 6 credits	Spring II – 5 credits	Spring III – 3 credits
	HLTH 790 - Leadership in Action Field Experience (3)	
HLTH 720 - Crisis Management and Risk Communication (3)	HLTH 609 Journal Club: Understanding Role of Technology in Public Health Practice and Communication (1)	HLTH 829 - Doctoral Capstone (3)
HLTH 711 - Advanced Research Methods in Health (3)	HLTH 709 - Leadership Seminar : Evidence-Based Practice/Practice-Based Evidence (1)	Doctoral Capstone Defense

General Education. N/A

Accreditation or Certification Requirements. The School of Public Health and all of its academic programs are accredited by the Council on Education in Public Health (CEPH). The School's accreditation was reaffirmed in 2015 for a seven-year term.

Other Institutions or Organizations. No contracts with another institution or non-collegiate organization for this program are anticipated at the start of the program. Collaborations with other USM institutions may be considered over time.

Student Support. Students enrolled in this program will have access to all the resources necessary in order to succeed in the program and make the most of the learning opportunity. Courses will be delivered through the university's ELMS learning management system. Appendix D contains more detail regarding online delivery and student support. Students will have an academic advisor within the department of Behavioral and Community Health.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. Administrative support for the program will be provided centrally by the Office of Extended Studies, which maintains a web site for all of its professional and continuing education degree programs. Marketing materials will be developed in collaboration with the School of Public Health.

New students will be admitted during the fall semester. Applicants must meet the minimum admission criteria as established by the Graduate School, which include a 4-year baccalaureate degree from a regionally accredited U.S. institution, or an equivalent degree from a non-U.S. institution and a 3.0 GPA (on a 4.0 scale) in all prior coursework. Additionally, the School of Public Health will require applicants to have a Master of Public Health, Master of Health Administration, or other relevant master's degree along with at least three years of experience in public health practice. Students will be expected to provide a statement of goals as well as a transcript and GRE scores.

H. Adequacy of Articulation

Admission to the DrPH requires a Master of Public Health, Master of Health Administration, or other relevant master's degree along with several years of work experience in the field of public health. UMD offers an online Master of Public Health in Public Health Policy and Practice that would be an excellent starting point for the DrPH. UMD also offers a post-baccalaureate certificate in Principles of Public Health that covers core graduate-level competencies identified by the accrediting body.

I. Adequacy of Faculty Resources

Program faculty. Faculty expertise will be drawn from across the School of Public Health, and most specifically from the department of Behavioral and Community Health (BCH). Faculty biographies for those currently expected to teach in the program are in Appendix A.

Faculty training. The University offers numerous opportunities for faculty training and support in the classroom, through the Teaching and Learning Transformation Center (TLTC), workshops by the Office of Faculty Affairs, and by the Division of Information Technology's Learning Technology Design group. Both the TLTC and the Learning Technology Design group also provide workshops and support in pedagogy and technology for online 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

Existing facilities, infrastructure, and equipment are adequate to support this program. Classroom space will be required for up to two weeks each summer and winter term but will not be required during the fall and spring semesters. Online instructional resources are available to all students through the university's learning management system (ELMS, based on Canvas), and most of the courses resources and well as communication tools will be available through this site. Scholarly materials are typically available electronically through the University Libraries. All students have access to the UMD email system.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources in the School and the department, from tuition and fee revenue, and from an initial investment of reallocated funds from the University to support new hiring of professional track faculty and administrative personnel. The program is designed to be self-sustaining after three years. The program will require the development of only four new courses and will otherwise draw on existing curricula within the School.

See Tables 1 and 2 for a five-year estimate of resources and expenditures.

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 (https://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 University as a whole has many ongoing strategies to recruit and retain underrepresented minority students with participation by all academic units. The School and BCH faculty are a diverse group committed to recruiting, retaining, and graduating a diverse student body. For the last 5 years, BCH has consistently admitted a diverse graduate student body (>50% underrepresented minorities). Many of the faculty focus their research efforts on issues that impact health disparities and will use their networks of colleagues and professional organizations to continue to recruit a diverse pool of applicants. This includes ongoing participation in the annual meeting of the American Public Health Association (APHA), advertising in the Nation's Health (APHA newsletter), announcements on public health listserv lists, and engaging with local Departments of Health to connect with current public health professionals.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

See Appendix D for supplemental information related to the online aspects of this program offering.

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$271,320	\$276,746	\$282,281	\$287,927
a. #FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	\$100,000	\$204,000	\$208,080	\$212,242	\$216,486
c. Total Benefits	\$33,000	\$67,320	\$68,666	\$70,040	\$71,441
2. Admin. Staff (b+c below)	\$93,100	\$142,443	\$145,292	\$148,198	\$151,162
a. #FTE	1.0	1.5	1.5	1.5	1.5
b. Total Salary	\$70,000	\$107,100	\$109,242	\$111,427	\$113,655
c. Total Benefits	\$23,100	\$35,343	\$36,050	\$36,771	\$37,506
3. Total Support Staff (b+c below)	\$33,250	\$67,830	\$69,187	\$105,855	\$107,973
a. #FTE	0.5	1.0	1.0	1.5	1.5
b. Total Salary	\$25,000	\$51,000	\$52,020	\$79,591	\$81,182
c. Total Benefits	\$8,250	\$16,830	\$17,167	\$26,265	\$26,790
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
5. Materials & Supplies	\$300	\$1,500	\$17,400	\$17,550	\$20,700
6. Marketing	\$25,000	\$22,000	\$21,000	\$21,000	\$21,000
7. Equipment	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000
8. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
9. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
10. Other Expenses: Operational	ć2F 000	¢25.000	¢25.000	ć2F 000	¢25.000
TOTAL (Add 1 - 10)	\$25,000 \$334,650	\$25,000 \$555,093	\$25,000 \$569,625	\$25,000 \$614,885	\$25,000 \$628,761

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds					
2. Tuition/Fee Revenue (c+g below)	\$154,000	\$381,150	\$567,567	\$644,334	\$705,966
a. #FT Students	10	20	32	34	36
b. Annual Tuition/Fee Rate	\$15,400	\$19,058	\$17,736	\$18,951	\$19,610
c. Annual FT Revenue (a x b)	\$154,000	\$381,150	\$567,567	\$644,334	\$705,966
d. # PT Students					
e. Credit Hour Rate	\$1,100	\$1,155	\$1,213	\$1,273	\$1,337
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$200,000	\$200,000	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$354,000	\$581,150	\$567,567	\$644,334	\$705,966

APPENDIX A: FACULTY AND ORGANIZATION

Faculty biographies can be found on the School of Public Health web site at http://sph.umd.edu/faculty. Listed below are courses in the program that the faculty member has taught. SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses for which teaching assignments have not been made. Any faculty person listed below would be able to teach HLTH829, the Doctoral Capstone course.

Core Faculty and Advisory personnel drawn from multiple departments

- James Butler, DrPH Health Services Administration; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time.
- Craig Fryer, DrPH Sociomedical Sciences; Associate Professor and Associate Director, Maryland Center for Health Equity. Full-time. HLTH609.
- Robert Gold, DrPH Public Health Practice, PhD Health Education/Computer Science; Professor and Director of Educational Innovation. Chair of the department of Behavioral and Community Health. Full-time.
- Xin He, PhD Statistics; Associate Professor. Full-time. EPIB651.
- Donna Howard, DrPH Behavioral Sciences and Health Education; Associate Professor. Full-time. HLTH609.
- Dylan Roby, PhD Public Policy; Associate Professor. Full-time. HLSA723.

Additional Supporting Faculty for Executive Leadership in Public Health concentration:

- Elizabeth Aparicio, PhD Social Work; Assistant Professor. Full-time. HLTH625.
- Amelia Arria, PhD Epidemiology; Professor, Director, Center on Young Adult Health and Development and Director, Office of Planning and Evaluation. Full-time.
- Kenneth Beck, PhD Social Psychology; Professor and Associate Chair of Academics, Department of Behavioral and Community Health. Full-time.
- Bradley Boekeloo, PhD Health Policy and Management; Professor and Director, Preventive Research Center. Full-time.
- Barbara Curbow, PhD Social Psychology; Professor. Full-time. HLTH609.
- Sharon Desmond, PhD Health Education; Associate Professor and Community Engagement Committee Chair. Full-time.
- Robert Feldman, PhD Social Psychology; Professor and Director, Post-Doctoral Program of the Tobacco Center of Regulatory Science. Full-time.
- Kerry Green, PhD Health Policy and Management; Associate Professor. Full-time. HLTH711.
- Cheryl Knott, PhD Applied/Experimental Psychology; Professor and Director, CHAMP (Community Health Awareness, Messages, and Prevention) Lab and Co-Director, Center for Health Behavior Research. Full-time.

APPENDIX B: COURSE DESCRIPTIONS

SPHL705, SPLH706, HLTH720, HLTH790, and HLTH709 are all new courses that have not yet gone through the campus's course approval process and therefore are not listed in the Graduate Catalog. The courses will go through the campus review process when the program is approved.

Summer I

Introduction to Successful Online Learning: This course will include an introduction to the UMD School of Public Health, faculty expectations for this online DrPH and students will receive tips to help them be more successful online learners. [no credit]

HLTH 609 Journal Club – Foundations of Leadership: This journal club will encourage students to explore leadership types, recognize their leadership style and discuss current and past public health leaders. [1cr]

Fall I

EPIB 651 Applied Regression Analysis: An introduction to important statistical methods used in public health research, including nonparametric hypothesis testing, ANOVA, simple and multiple linear regression, logistic regression, and categorical data analysis. [3cr] Prerequisite: graduate level introduction to Biostatistics course with minimum grade of B-

SPHL 705 Transformational Leadership and Systems Thinking: Transformational leadership is the term often used to describe a leadership style where an individual works with others to identify needed change, create a vision to guide the change, and then execute the change in partnership with a team of committed members. This course will explore this leadership style and will introduce the importance of systems thinking; a critical skill necessary to build programs and policies that are aware of and prepared for unintended consequences. [2cr]

Winter I

HLTH 709 Leadership Seminar: Designing the DrPH Capstone: This seminar will provide an opportunity for students to work with UMD faculty to organize their capstone outline. [1cr]

HLTH 709 Leadership Seminar: Grant and Scholarly Writing: This seminar provides practical examples and exercises to enable students to become more effective writers. Topics include principles of good writing, the format of a peer-reviewed manuscript, grant writing, and ethical issues in scientific publications. [1cr]

Spring I

HLTH 720 Crisis Management and Risk Communication: This course will draw from lessons learned during recent and past public health emergencies and consider research in the field of crisis management and risk communication. The course will include a focus on vulnerable populations and the use of technology and social media for disaster preparedness. [3cr]

HLTH 711 Advanced Research Methods in Health: This course will explore quantitative techniques, advanced research methods and design issues. [3cr]

Summer II

HLSA 723 Health Policy Analysis and Advocacy: Examination of the politics of the health policy process, including the effects of American political structure and institutions; economic and social factors; interest

groups, classes, and social movements; media and public opinion, and other factors. The emphasis is both on understanding how public policy is made as well as how to influence the process. Students will learn about (1) how health policy is developed, adopted, and implemented, (2) the political, institutional, economic, social, and other factors that influence and shape the process, and (3) the basic approaches and tools of strategic advocacy. [3cr] Prerequisite: graduate level introduction to health policy

HLTH 709 Leadership Seminar - Strategic Planning for Public Health (a hybrid course): This course will begin in-person but will continue online as students end the course with a proposal to conduct a strategic plan to address a critical public health or leadership related issue within their own organization or affiliate institution. [1cr]

Fall II

HLTH 625 Community Assessment Through Qualitative Methods: This course covers major paradigms in qualitative inquiry, an overview of the process of qualitative research, and an introduction to several qualitative research methods, including grounded theory, ethnography, phenomenology, and content analysis. Students will collect, transcribe, analyze, and present qualitative data using interview and analytic techniques. [3cr]

Winter II

HLTH 609 Journal Club – Big Data and Predictive Analytics: This journal club will explore how big data is organized, analyzed, and interpreted. The discussion will include insights to real-world public health problems and future questions. [1cr]

SPHL 706 Leadership in Crisis: This course on leadership will focus on the development of a case study examining a critical public health challenge and approaches by leaders to address the challenge. [2cr]

Spring II

HLTH 609 Journal Club – Understanding the Role of Technology in Public Health Practice and Communication: This journal club will encourage students to explore understand the basic tools and building blocks of health informatics and how it is applied to public health practice. [1cr]

HLTH 790 Leadership in Action: Under the mentorship of their faculty advisor, students will create a strategic plan to address a public health challenge facing their organization or a partnering organization. [3cr]

The practicum requires the student to establish learning objectives that involve at least three of the program competencies and result in a deliverable that both demonstrates attainment of program competencies and is meaningful for the organization to advance public health practice.

The practicum, learning objectives, and deliverables must be approved in advance by the program director. The practicum deliverable must incorporate a reflective component, which describes the student's personal or professional reactions to their applied experience and that will be included in the portfolio used in the mid-program review for advancement to candidacy.

HLTH 709 Leadership Seminar – Evidence-based Practice/Practice-Based Evidence: The goal of practice-based research is to move the knowledge derived from research to creation, through dissemination, and to application to assure the translation and uptake of relevant science into evidence based best practices (Source: ASPPH). This journal club will discuss the opportunities and challenges of this strategy for public health. [1cr]

Summer III

HLTH 829 Doctoral Capstone Hours: Students develop, implement, and finalize capstone work and set a date for their defense with committee members. [3cr]

In maintaining the key differentiators between a DrPh and PhD in Public Health, the culminating Capstone should be project based. The candidate should complete a field-based doctoral project that is designed to influence programs, policies, or systems applicable to public health practice. The doctoral project should demonstrate synthesis of all competencies in the DrPH. It will include both a written deliverable and an oral defense.

Based on the candidate's long-term goals, the Capstone project format should be flexible without reducing expectation of rigor. The Capstone project should demonstrate the application of doctoral level research skills to a problem or issue of significance to public health leadership.

Thus, an acceptable DrPH Capstone project written deliverable may include, but is not limited to:

- Carefully designed plan, developed with stakeholder input, intended to address a complex public
 health problem of strategic importance to public health; should include identification of long-term
 aims and interests associated with selected public health issue and the means of achieving them
- Combine translational research with an understanding of the role of leadership in creating an
 implementation plan to improve the public's health; should use an explicit methodology and study
 design that is clearly specified and specifically designed to address the problem selected

As planning is a basic leadership skill, candidates are expected to create a work plan for completing the Capstone. The work plan should outline major tasks, time frames and milestones, including how the committee will review the work along the way.

Fall III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Winter III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

Spring III

HLTH 829 Doctoral Capstone Hours: Students work on all components of capstone. [3cr]

APPENDIX C: LEARNING OUTCOMES ASSESSMENT PLAN

Competency	Course Appropriate	Specific Requirements			
Profession & S	cience of Public Health.				
Explain public health history, philosophy and values.					
Identify the core functions of public health and the 10	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience				
Essential Services11.					
Explain the role of quantitative and qualitative					
methods and sciences in describing and assessing a					
population's health.					
List major causes and trends of morbidity and					
mortality in the US or other community relevant to					
the school or program.					
Discuss the science of primary, secondary and tertiary					
prevention in population health, including health					
promotion, screening, etc					
Explain the critical importance of evidence in					
advancing public health knowledge.					
Factors Related to Human Health.					
Explain effects of environmental factors on a					
population's health.					
Explain biological and genetic factors that affect a					
population's health.					
Explain behavioral and psychological factors that					
affect a population's health.					
Explain the social, political and economic	Covered by Admission Requirements – Current MPH and 3 – 5 years professional experience				
determinants of health and how they contribute to					
population health and health inequities.					
Explain how globalization affects global burdens of					
disease.					
Explain an ecological perspective on the connections					
among human health, animal health and ecosystem					
health (e.g., One Health).					
Data & Analysis.					
	HLTH 711 Advanced				
Explain qualitative, quantitative, mixed methods and	Research Methods in				
policy analysis research and evaluation methods to	Health	Examinations			
address health issues at multiple (individual, group,					
organization, community and population) levels.	HLTH 625 Community	Class projects			
Topinization, serimization, and population, levels.	Assessment Through				
	Qualitative Methods				
Design a qualitative, quantitative, mixed methods,	HLTH 711 Advanced	Examinations			
policy analysis or evaluation project to address a	Research Methods in				
public health issue.	Health	Written proposal			

Competency	Course Appropriate	Specific Requirements			
	HLTH 625 Community				
	Assessment Through				
	Qualitative Methods				
Explain the use and limitations of surveillance					
systems and national surveys in assessing, monitoring	EPIB 651 Applied	Examinations			
and evaluating policies and programs and to address	Regression Analysis	Examinations			
a population's health.					
Leadership, Management & Governance.					
	HLTH 709 Leadership				
Propose strategies for health improvement and	Seminar - Grant and				
elimination of health inequities by organizing	Scholarly Writing	Course project			
stakeholders, including researchers, practitioners,		Course project			
community leaders and other partners.	HLTH 609 Journal Club –				
	Foundations of Leadership				
	HLTH 720 Crisis				
Communicate public health science to diverse	Management and Risk	Course assignments			
stakeholders, including individuals at all levels of	Communication:	Course assignments			
health literacy, for purposes of influencing behavior		Case study project			
and policies.	SPHL 706 Leadership in	case study project			
	Crisis				
	HLTH 609 Journal Club -				
	Foundations of Leadership				
Integrate knowledge, approaches, methods, values	LUCA 722 Health Daliay	Course examinations			
and potential contributions from multiple professions	HLSA 723 Health Policy				
and systems in addressing public health problems.	Analysis and Advocacy	Capstone			
	HLTH 829 Doctoral				
	Capstone				
Create	a strategic plan.				
Facilitate shared decision making through negotiation					
and consensus-building methods.					
Create organizational change strategies.		Book tood on discount			
Propose strategies to promote inclusion and equity	HLTH 709 Strategic	Required readings and			
within public health programs, policies and systems.	Planning in Public Health	examinations			
Assess one's own strengths and weaknesses in		Commission of individual			
leadership capacities, including cultural proficiency.	HLTH 790 Leadership in	Completion of individual			
Propose human, fiscal and other resources to achieve	Action Field Experience	strategic plan for a community			
a strategic goal.		stakeholder			
Cultivate new resources and revenue streams to					
achieve a strategic goal.					
Policy & Programs.					
Design a system-level intervention to address a public	HLTH 829 Doctoral	Canstone			
health issue.	Capstone	Capstone			
Integrate knowledge of cultural values and practices	SPHL 705 Transformational	Examinations			
in the design of public health policies and programs.	Leadership and Systems				
in the design of public health policies and programs.	Thinking	Course projects			

Competency	Course Appropriate	Specific Requirements		
	HLTH 790 Leadership in Action Field Experience			
Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis.	HLSA 723 Health Policy Analysis and Advocacy SPHL 706 Leadership in Crisis	Required readings and examinations		
Propose interprofessional team approaches to improving public health.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations		
Education & Workforce Development.				
Assess an audience's knowledge and learning needs.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments		
Deliver training or educational experiences that promote learning in academic, organizational or community settings.	HLTH 790 Leadership in Action Field Experience	Required readings and examinations Course assignments		
Use best practice modalities in pedagogical practices.	SPHL 705 Transformational Leadership and Systems Thinking	Required readings and examinations		



Appendix D

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:

Title of program: Public Health Degree level: Doctoral

Degree: Doctor of Public Health

Provide the program's HEGIS and CIP code:

Suggested Hegis: 1214.05 Suggested CIP: 51.2201

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

The proposed program will be offered mainly in a distance education format except for an additional requirement that students spend two one-week periods per year on campus (in January and August).

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

The proposed program's curriculum and objectives are coherent, cohesive, and would comparable to an entirely face-to-face program. See proposal for more information.

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

Fall 2020.			

Last updated 12/07/2018 Maryland Higher Education Commission

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

For any suspension or discontinuation of a program modality;

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.

Appendix A of the proposal provides a sample plan for students moving through the program to completion. UMD's learning management system, ELMS, will be available to faculty and students throughout the duration of the program. UMD's Learning Technology Design Services office provides training and support to faculty for designing and teaching online courses. Students will have access to course material through ELMS and student support services from both School of Public Health advisors and Office of Extended Studies administrators.

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

Last updated 12/07/2018 Maryland Higher Education Commission

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BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report on the Workload of the USM Faculty – Academic Year 2018-2019

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: At this meeting, the Committee will review the annual report on the workload of the USM faculty. This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy which was passed by the Board of Regents in June 2019.

As in the past, the report summarizes faculty workload, which includes teaching, research, and service activities at all USM degree-granting institutions with tenured or tenure-track faculty. For the first time this year, however, it reflects the move away from reporting course units to reporting credit hours produced instead. Key findings include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment.
- Over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down -4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.
- The number of bachelor's degrees awarded continues to increase while four-year graduation rates have also improved this year to the best performance since this measure was first tracked.
- Faculty publication and scholarship continue at high levels.
- Faculty secured over \$1.46 billion in research funding, representing a 2.63% gain over last year.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECO	OMMENDATION: Info	DATE: November 5, 2019		
BOARD ACTION:		DATE:		
SUBMITTED BY:	Joann Boughman Ellen Herbst	301-445-1992 301-445-1923	<u>jboughman@usmd.edu</u> <u>eherbst@usmd.edu</u>	

REPORT ON THE WORKLOAD OF THE USM FACULTY

Academic Year 2018-2019



Submitted to the Board of Regents Committee on Education Policy and Student Life November 5, 2019

Office of the Senior Vice Chancellor for Academic and Student Affairs
Office of the Vice Chancellor of Administration and Finance

REPORT ON THE WORKLOAD OF THE USM FACULTY

Academic Year 2018-2019

SUMMARY

Key findings of this year's report include:

- Overall, total credit hours produced by faculty is keeping pace with total student enrollment. In the five
 years since 2013-14, USM enrollment has increased by 1.5% and USM total credit hours produced has
 increased by 1.4% (see Table 2).
- Full-time tenured/tenure track and full-time, non-tenure track instructional faculty account for 66% of all credit hours produced (up 2% from last year), with part-time and other faculty accounting for 29% and 6% respectively (see Table 3).
- However, over the five years since 2013-14, credit hours produced by tenured/tenure track faculty is down 4.9% while credit hours produced by full-time, non-tenure track instructional faculty is up by 24.2%.
- The number of credits produced by part-time faculty (adjuncts, etc.) is down by -3.9% for the same period (see Table 3). The number of part-time faculty employed by the institutions has decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014 (see Table A-4).
- The number of bachelor's degrees awarded continues to increase. There was USM record 20,255 bachelor's degrees awarded in the most recent year, 236 more than last year and 780 more than five years earlier (see Table 5).
- Four-year graduation rates have improved this year to the best performance since this measure was first tracked (see Table 6a). Six-year graduation rates have also increased (see Table 6b).
- Faculty publication and scholarship continue at high levels (see Table 7) and faculty secured over \$1.46 billion in research funding, representing a 2.63% gain over last year (Table 8).

INTRODUCTION

An annual report has been provided to the University System of Maryland (USM) Board of Regents since 1994 that synthesizes and scores faculty workload activities, with a major emphasis on instructional activities. This report provides summary data on faculty activity at USM degree-granting institutions for the academic year 2018-2019.

Governing Policies

The USM policies governing faculty workload are designed to ensure maximum accountability, while providing individual campuses high levels of flexibility to deploy faculty in the most effective and efficient way possible. The primary USM Board of Regents policy governing faculty workload is II-1.25 POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES.¹

The main purpose of this policy is to promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work. However, since this policy was initially developed in 1994, the nature of faculty work related to instruction has evolved to include much more than just classroom teaching. As a result, the "course unit" metric reported previously was requiring an increasing number of exemptions and workarounds to establish equivalencies with the various academic innovations our institutions are embracing. This policy was, therefore, amended in June 2019 to improve reporting accuracy and coverage, align with current practice, and incentivize policy goals around student success by eliminating the course unit metric and rely, instead, on credit hours to measure teaching productivity.

This year's report (AY 2018-2019) is the first of a 3-year transition between reports generated under the earlier policy and reports that will reflect the format of the new policy. It reflects the move away from reporting course units to reporting credit hours produced instead. It does not yet, however, incorporate teaching data from UMB, UMGC, UB's School of Law, UB's Merrick School of Business, SU's Perdue School of Business, TU's College of Business & Economics, and any other departments and colleges that had been exempted from previous year's reports. Data on instruction from those institutions/divisions will be included starting with next year's report. Further, as the institutions' data collection capacities become more sophisticated, this report will incorporate additional measures to illustrate the extent to which faculty are meeting standard workload expectations with respect to their contributions to student success, as well as their disciplines, and the institution/system.

Definitions²

This report combines various faculty activities and different types of faculty employees into relatively broad categories. The metrics for these activities and the types of faculty are defined below.

- Credit Hours: Courses are measured in credit hours based on time in classroom (for example, three hours
 of class contact each week multiplied by the total students enrolled in a course). The sum of the credit
 hours from all classes taught by an individual faculty member is used as a key metric of faculty instructional
 productivity.
- Course Exceptions: Faculty members are excused from specific teaching duties for a variety of reasons.
 These may include research, instruction-related assignments, administrative and service duties,
 sabbaticals, or illness. Exceptions are applied in various calculations to illustrate the work activities of
 faculty and to determine whether institutions are meeting their instructional workload goals.
- Full-time Tenured/Tenure-Track Faculty: This includes all persons (except department chairs) holding tenured and tenure-track positions who are classified as faculty. In addition to teaching, tenured and

¹ Other policies that clarify specific issues or relate to the faculty workload include: II-1.19 UNIVERSITY OF MARYLAND SYSTEM POLICY ON THE COMPREHENSIVE REVIEW OF TENURED FACULTY and II-1.05 POLICY ON THE EMPLOYMENT OF FULL-TIME, NON-TENURE TRACK INSTRUCTIONAL FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND.

² Definitions for purposes of this report may vary somewhat from definitions used in the institutions' data collection process.

tenure-track faculty are also responsible for a large portion of the central faculty missions on campus including service and research.

- Full-time, Non-Tenure Track Instructional Faculty: This includes all full-time instructional faculty who are not on the tenure track. Unlike tenured/tenure-track faculty, these individuals' primary responsibility is for teaching and other duties in support of instructional activity.
- Core Instructional Faculty: When combined, full-time tenured/tenure-track faculty and full-time, non-tenure track instructional faculty make up an institution's core instructional faculty. These faculty members are responsible for the main activities of teaching and managing the instructional activity of the institutions.
- Part-Time Faculty: This category includes emeritus, adjunct and affiliated faculty, all part-time faculty, and non-departmental administrators (deans, assistant deans, etc.) who taught during the academic year.
- Other Faculty: This category reflects all other faculty, including department chairs, full-time non-tenure track research or public service faculty, and teaching assistants.

MEASURES OF FACUTLY CONTRIBUTIONS TO STUDENT SUCCESS

Because student success is the central focus of our degree-granting institutions, the primary measure of instructional productivity in this report is expressed in terms of credit hours produced. Additional student outcomes with respect to enrollments and graduation rates are also presented here as a measure of the faculty's contributions to student success.

Credit Hour Measures

Production of credit hours is the prescribed measure in the revised policy on faculty workload for evaluating instructional activity and effectiveness of faculty. Credit hours are the sum of the course hours of all the students taking a class. For example, a 3-credit course with ten students produces thirty credit hours. The reported credit hours include instructional, research, and sabbatical course exceptions, as defined above.

Total Credit Hour Production by Institution

Total credit hour production per institution (includes all faculty types and instructional levels) over the academic years since 2013-14 is reported in Table 1, below. The number and percent of 1-year change since 2017-18 and the 5-year change since 2013-14 are also reported.

Table 1. One-year (2018-19 vs. 2017-18) and 5-year (2018-19 vs. 2013-14) Change in Total Credit Hours Produced

							1-year c	hange	5-year c	nange
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	#	%	#	%
BSU	128,336	126,225	121,580	130,328	141,908	142,389	481	0.3%	14,053	11.0%
CSU	70,559	68,287	71,361	73,302	72,329	72,014	-315	-0.4%	1,455	2.1%
FSU	105,334	124,447	126,599	121,206	121,392	112,865	-8,528	-7.0%	7,531	7.1%
SU	199,966	208,478	200,511	205,456	209,529	207,673	-1,856	-0.9%	7,707	3.9%
TU	472,989	477,122	472,248	462,548	464,834	471,472	6,638	1.4%	-1,517	-0.3%
UB	66,675	66,374	65,189	63,592	58,362	49,534	-8,828	-15.1%	-17,141	-25.7%
UMBC	315,634	317,452	322,899	322,225	317,416	321,734	4,317	1.4%	6,099	1.9%
UMCP	845,244	854,228	853,867	895,625	887,875	889,605	1,730	0.2%	44,361	5.2%
UMES	113,696	115,829	115,731	103,346	93,939	83,779	-10,160	-10.8%	-29,917	-26.3%
Total	2,318,432	2,358,442	2,349,985	2,377,628	2,367,585	2,351,065	-16,520	-0.7%	32,633	1.4%

Source: USM Report on Faculty Teaching Workload

Table 2, below, provides a general sense of whether the number of total credit hours produced by the institution is keeping pace with total enrollment. While there was virtually no change in overall USM fall headcount enrollment over the last year (0.0%) there was a slight drop in overall USM total credit hour production (-0.7%) between 2018-19 and 2017-18. However, over the last five years since 2013-14, overall USM fall headcount enrollment has increased by 1.5% and USM total credit hours produced has roughly paralleled that enrollment trend with a 1.4% increase. As can be seen in Table 2, however, fluctuations in enrollment and credit hour production for specific institutions has varied.

Table 2. One-year and 5-year Change in Fall Headcount Enrollment and Total Credit Hours Produced

	1-year change (2018-19 vs. 2017-18)	5-year change (2018-19 vs. 2013-14)			
	Enrollment	Total Credit Hours	Enrollment	Total Credit Hours		
BSU	2.8%	0.3%	13.6%	11.0%		
CSU	-5.4%	-0.4%	-19.1%	2.1%		
FSU	-1.9%	-7.0%	-3.3%	7.1%		
SU	-1.7%	-0.9%	-0.9%	3.9%		
TU	1.0%	1.4%	1.9%	-0.3%		
UB	-9.4%	-15.1%	-22.7%	-25.7%		
UMBC	0.8%	1.4%	-1.0%	1.9%		
UMCP	1.7%	0.2%	10.5%	5.2%		
UMES	-8.5%	-10.8%	-24.3%	-26.3%		
Total	0.0%	-0.7%	1.5%	1.4%		

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

Credit Hour Production by Faculty Type

Table 3 illustrates the degree to which different types of faculty are responsible for the production of credit hours. Core instructional faculty (tenured/tenure-track and full-time, non-tenure track instructional faculty) account for 66% of all credit hours produced (up 2% from last year). Of note, overall tenured/tenure-track faculty and part-time faculty are producing fewer credit hours compared to five years ago (-4.9% and -3.9% respectively), while full-time, non-tenure track instructional faculty are producing over 24% more. Specific institutions do differ from this trend.

Table 3. Percentage of Credit Hours Produced by Faculty Type and 5-Year Percent Change (2018-19 vs. 2013-14)

	Full-time Non-Tenure									
	Tenured/	Tenure Track	Track Instructional		Part-time		Other			
	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change		
BSU	35%	-8.2%	16%	4.1%	44%	31.6%	5%	58.0%		
CSU	56%	1.0%	2%	-21.9%	35%	6.0%	7%	2.7%		
FSU	62%	13.5%	12%	16.6%	20%	-8.4%	6%	-9.3%		
SU	54%	2.7%	21%	19.5%	20%	1.5%	4%	-25.4%		
TU	37%	-2.8%	27%	6.5%	34%	-1.9%	1%	-15.1%		
UB	43%	-12.9%	14%	-10.4%	40%	-38.8%	3%	-24.5%		
UMBC	30%	-9.2%	31%	14.0%	35%	4.8%	5%	-8.7%		
UMCP	36%	-8.7%	31%	56.3%	24%	-7.2%	9%	-7.5%		
UMES	49%	-12.7%	23%	-31.4%	24%	-43.2%	4%	-2.2%		
Overall	40%	-4.9%	26%	24.2%	29%	-3.9%	6%	-7.5%		

Source: USM Report on Faculty Teaching Workload

Note: Other faculty (including department chairs, non-tenure-track research or public service faculty, and teaching assistants) account for 6% of the credit hours produced.

Average Credit Hour Production for Core Instructional Faculty

Table 4, which reports average credit hour production for all core instructional faculty, indicates that USM average credit hours produced has increased slightly with three of the nine institutions producing more credit hours in 2018-19 as compared to 2017-18. Overall credit hour production is down slightly, however, for the five-year period since 2013-14.

Table 4. Trends in Average Credit Hours Generated by All Core Faculty

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
BSU	573	422	475	482	410	438
CSU	298	311	313	306	295	330
FSU	477	476	482	411	418	397
SU	565	528	537	518	529	518
TU	427	442	434	419	420	414
UB	407	402	380	377	384	367
UMBC	497	465	475	482	470	456
UMCP	542	521	517	525	509	567
UMES	701	615	637	585	671	655
USM Average	499	465	472	456	456	460

Source: USM Report on Faculty Teaching Workload

Instructional Workload at the University of Maryland, Baltimore

The Maryland General Assembly requires the USM to include information regarding the workload of the University of Maryland, Baltimore in the faculty workload report each year. UMB applies a different set of standards for judging faculty instructional workload that are more appropriate for its professional schools. UMB reports that 95% of all core faculty met or exceeded the institution's standard faculty instructional workload. When compared to previous years, this represents a consistent level of attainment.

Student Outcomes

While credit hours are one measure of faculty production, student outcomes --such as number of degrees awarded and graduation rates-- are also useful indicators of faculty contributions to student success. While an increase or decrease in the number of degree recipients can reflect a number of factors such as the institution's growth in enrollment and their level of success in retaining students to graduation, students' ability to graduate in a timely fashion is also dependent on the efficiency and productivity of the faculty, the quality of advising, and the appropriateness of course offerings.

The number of graduating students has risen in recent years and is at the highest level yet achieved by the USM. Table 5 displays the number of degree recipients at USM institutions for the last five years. USM also continues to see overall progress in student time-to-degree. Table 6a illustrates changes in the four-year graduation rates and Table 6b documents changes in the six-year graduation rates. Although graduation rates reflect only part of the larger picture (and transfers are not included), they are a useful measure of student success.

Table 5. Trends in the Undergraduate Degrees Awarded (FY 2014 to FY 2019)

	2014	2015	2016	2017	2018	2019
BSU	741	801	832	713	781	826
CSU	478	416	464	421	399	378
FSU	1011	1,032	964	1,060	1,027	1,078
SU	1899	1,935	1,982	2,026	1,873	1,805
TU	4291	4,422	4,428	4,628	4,609	4,619
UB	665	694	721	755	711	615
UMBC	2250	2,432	2,521	2,572	2,578	2,658
UMCP	7279	7,166	7,253	7,292	7,559	7,768
UMES	585	577	574	514	482	508
Overall	19,199	19,475	19,739	19,981	20,019	20,255

Source: USM Institutional Research Information System (IRIS)

Table 6a. Four-Year Graduation Rate by Entering Year

	2010	2011	2012	2013	2014	2015
BSU	13%	15%	16%	16%	17%	18%
CSU	6%	9%	9%	12%	12%	12%
FSU	23%	27%	29%	27%	27%	27%
SU	49%	50%	50%	52%	49%	49%
TU	44%	45%	46%	45%	47%	49%
UB	12%	8%	15%	17%	18%	22%
UMBC	34%	36%	40%	39%	42%	43%
UMCP	65%	63%	66%	66%	65%	69%
UMES	17%	20%	22%	21%	21%	15%
AII USM	43%	44%	46%	46%	47%	48%

Source: USM Institutional Research Information System (IRIS)
Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

Table 6b. Six-Year Graduation Rate by Entering Year

	2008	2009	2010	2011	2012	2013
BSU	37%	44%	41%	42%	46%	46%
CSU	18%	19%	20%	23%	21%	25%
FSU	55%	61%	55%	56%	57%	57%
SU	72%	74%	74%	76%	71%	74%
TU	70%	73%	72%	74%	75%	72%
UB	48%	38%	36%	34%	41%	44%
UMBC	66%	65%	66%	65%	68%	71%
UMCP	85%	86%	86%	85%	86%	87%
UMES	41%	37%	42%	42%	44%	46%
All USM	66%	69%	68%	70%	70%	72%

Source: USM Institutional Research Information System (IRIS)

Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

MEASURES OF FACULTY CONTRIBUTIONS TO THEIR DISCIPLINES AND SERVICE

Table 7, below, is a summary of the scholarship and service activity of the USM faculty from degree-granting institutions (including UMB). During the 2018-2019 academic year, USM faculty published 674 books and over 12,500 peer-reviewed articles. Faculty also participated in over 14,000 professional presentations and creative activities combined. The average USM faculty member spent almost twelve days in public service to businesses, government, schools, and non-profit organizations.

Table 7. Scholarship and Service of the USM Faculty (Academic Year 2018-2019)

	Number of Books Published	Number of Refereed Publications	Number of Non-Refereed Publications	Number of Creative Activities	Number of Professional Presentations	Days in Public Service per FTEF
Comprehensive						
BSU	1	42	44	25	110	10.29
CSU	1	94	59	35	56	16.02
FSU	14	114	77	238	189	10.2
SU	30	312	140	152	483	12.97
TU	59	702	312	1165	775	11.0
UB	9	131	54	16	89	7.2
UMES	16	123	85	145	283	10.77
Research						
UMB	267	5324	898	901	3784	9.39
UMBC	22	697	137	302	1343	6.4
UMCP ³	255	5,249	1,734	1,939	6,907	24.3
Overall	674	12788	3540	4918	14019	11.9

Source: USM Report on Faculty Teaching Workload

Note: Includes tenured/tenure track, department chairs, and full-time non-tenure track instructional and research faculty from all departments for the entire institution.

External Funding

Securing external funding for research and other activities is an important aspect of faculty work and is often seen as a proxy measure for research productivity. It is also used as a criterion for ranking institutions nationally, supports the creation and transfer of new technologies, contributes to the economic development of critical areas in Maryland, provides community services to underserved populations, feeds into the creation of new curriculum and course development and, most importantly, assures that students receive their instruction from faculty members who are recognized as being at the cutting edge of their disciplines. Although USM faculty are primarily responsible for their campus' external funding levels, not all external funding is attributable to tenured/tenure-track faculty. Staff and other research faculty also attract external dollars.

Table 8 records the level of external funding received by USM institutions, as reported by each institution's Office of Sponsored Programs. Throughout the 2017-2018 academic year, the USM was awarded over \$1.46 billion in external awards. This represents a 2.63% increase from the 2017-2018 academic year.

³ Because UMCP is implementing a new faculty activity reporting application, they were unable to provide this data in time for this report. Therefore, the data reported here are from the 2017-18 Faculty Workload report.

Table 8. External Funding per Institution (FY 2014 – FY 2019)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Comprehensive						
BSU	\$7,484,576	\$8,786,813	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789
CSU	\$6,909,264	\$6,815,776	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738
FSU	\$3,051,879	\$6,975,842	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730
SU	\$4,954,735	\$4,882,812	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505
TU	\$14,311,642	\$17,729,843	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204
UB	\$5,877,016	\$7,399,317	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294
UMES	\$17,421,188	\$21,224,282	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307
UMGC	\$53,091,189	\$51,321,961	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537
Research						
UMB	\$499,223,928	\$497,918,281	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371
UMBC	\$67,231,628	\$71,134,098	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464
UMCP	\$475,232,842	\$545,633,305	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047
UMCES	\$22,903,823	\$24,508,834	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116
Overall	\$1,177,693,710	\$1,264,331,164	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102

Source: Annual Extramural Awards Survey, "Total Less Other USM"

SUMMARY

This report provided summary data on faculty workload for the University System of Maryland for the 2018-2019 academic year in the areas of faculty contributions to student success, their disciplines, and service activities.

While there are variations across institutions, production of credit hours is keeping pace with overall enrollment trends, suggesting there are sufficient numbers of courses available for students to graduate in a timely fashion. This is further substantiated by the fact that the number of degrees awarded continues to rise and four-year and six-year graduation rates continue to improve.

The data indicate that teaching responsibilities continue to shift, but less-so over to part-time faculty as is commonly thought and more-so over to full-time, non-tenure track instructional faculty whose primary responsibility is for teaching.

At the same time, non-instructional productivity in the form of scholarship and service remained at a very high level. External research funding rose again in the last year to over \$1.46 billion in the last year.

APPENDIX A: FACULTY PROFILE

USM Faculty Complement

This appendix provides an overview of the faculty complement at USM institutions included in this report. In 2018-2019, the USM had an instructional complement of 7,576 faculty. Table A-1 provides a detailed breakdown of these faculty by tenure status, and full or part time employment status.

Table A-1. USM Faculty Profile (Academic Year 2018-2019)

	Tenured/ Tenure Track	Full Time Non-Tenure Track Instructional	Part-time	All Faculty
BSU	120	85	203	408
CSU	111	7	132	250
FSU	204	34	129	367
SU	346	98	236	680
TU	603	306	833	1742
UB	144	41	210	395
UMBC	397	145	291	833
UMCP	1379	463	772	2614
UMES	150	54	83	287
Overall	3,454	1,233	2,889	7,576

Source: USM Institutional Research Office (MHEC EDS)

Tenured and Tenure-Track Faculty

The total number of tenured and tenure-track faculty decreased slightly from 2017-2018 to 2018-2019. Table A-2 displays the number of tenured/tenure-track faculty at each institution and the 1-year and 5-year percent change in number of that category of faculty.

Table A-2. Tenured/Tenure Track Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Tenured/Tenure Track	5-Year Change in Tenured/Tenure Track
BSU	153	126	120	-4.76%	-21.57%
CSU	128	112	111	-0.89%	-13.28%
FSU	214	208	204	-1.92%	-4.67%
SU	311	347	346	-0.29%	11.25%
TU	591	596	603	1.17%	2.03%
UB	167	153	144	-5.88%	-13.77%
UMBC	381	403	397	-1.49%	4.20%
UMCP	1377	1397	1379	-1.29%	0.15%
UMES	153	149	150	0.67%	-1.96%
Overall	3,475	3,491	3,454	-1.06%	-0.60%

Source: USM Institutional Research Office (MHEC EDS)

Full-time Non-Tenure Track Instructional faculty

The total number of full-time, non-tenure track instructional faculty increased dramatically in recent years. In the period from 2013-2014 through 2018-2019, the numbers increased by 191 or about 18%. Table A-3 displays the number of full-time, non-tenure track instructional faculty at each institution and the 1-year and 5-year percent change in number of that category of faculty.

Table A-3. Full-Time Non-Tenure Track Instructional Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Non-Tenure Track	5-Year Change in Non-Tenure Track
BSU	75	87	85	-2.30%	13.33%
CSU	16	9	7	-22.22%	-56.25%
FSU	38	41	34	-17.07%	-10.53%
SU	98	87	98	12.64%	0.00%
TU	279	308	306	-0.65%	9.68%
UB	30	35	41	17.14%	36.67%
UMBC	127	147	145	-1.36%	14.17%
UMCP	317	431	463	7.42%	46.06%
UMES	62	60	54	-10.00%	-12.90%
Overall	1042	1205	1233	2.32%	18.33%

Source: USM Institutional Research Office (MHEC EDS)

Part-time Faculty

Finally, part-time faculty continue to play an important role in instruction at USM institutions. The number of part-time faculty decreased by -2.37% from 2017-2018 and by -0.38% from 2013-2014. Table A-4 displays the number of part-time faculty at each institution and the 1-year and 5-year percent change in number of part-time faculty.

Table A-4. Part-Time Faculty

	2013-2014	2017-2018	2018-2019	1-Year Change in Part-Time	5-Year Change in Part-Time
BSU	212	231	203	-12.12%	-4.25%
CSU	144	125	132	5.60%	-8.33%
FSU	140	141	129	-8.51%	-7.86%
SU	252	230	236	2.61%	-6.35%
TU	784	807	833	3.22%	6.25%
UB	233	233	210	-9.87%	-9.87%
UMBC	270	291	291	0.00%	7.78%
UMCP	715	803	772	-3.86%	7.97%
UMES	150	98	83	-15.31%	-44.67%
Overall	2,900	2,959	2,889	-2.37%	-0.38%

Source: USM Institutional Research Office (MHEC EDS)

REPORT ON THE WORKLOAD OF THE USM FACULTY Academic Year 2018-2019

Submitted to the Board of Regents Committee on Education Policy and Student Life

November 5, 2019



Office of the Senior Vice Chancellor for Academic and Student Affairs
Office of the Vice Chancellor of Administration and Finance

USM Bylaws, Policies and Procedures of the Board of Regents



II-1.25-POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES

(Approved by the Board of Regents, August 19, 1994; Amended by the Board of Regents, July 9, 1999; Amended June 21, 2019)

I. Purpose

The purpose of the "USM Policy on Faculty Workload and Responsibilities" is to promote optimal performance by the University System of Maryland and by each of its institutions in meeting the needs and expectations of its students and other stakeholders, and to provide mechanisms that will ensure public accountability for that performance. Because faculty are the primary performers of the System's teaching, research'scholarship/creative activity, and service, the policy should encourage and support faculty in applying their ingenuity, imagination, initiative, knowledge, experience, and professional skills in performing many diverse functions. Faculty are expected to meet their responsibilities independently and in full accord with both institutional expectations, policies, and procedures and established tenets of eadedmic freedom.

This policy acknowledges the essential development of knowledge through research, scholarship, and creative activity and its application to societal needs, while keeping student learning the central focus of our degree-granting institutions. At the same time, this policy and the "USM Guidelines for Reporting Faculty Workload" document provide the flexibility to accommodate our evolving understanding of human learning and recognition of the role faculty play outside the classroom to address the instructional needs of our increasingly diverse student population, including advising, mentoring, and various academic innovation activities.

II. Application

The policy applies to the following individuals:

- All persons holding tenured and tenure-track positions who are classified as faculty (instructional, research, and public service) and are so reported to the Maryland Higher Education Commission through the Employee Data System;
- 2. All persons who, while holding faculty rank, are classified as administrators and are so reported to the Maryland Higher Education Commission through the Employee Data System, and perform their administrative duties at the level of academic department or equivalent academic unit, including chairs, assistant chairs, program director, etc. This policy does not apply to individuals who hold faculty rank but who are assigned to administrative duties outside the department or equivalent academic units, for example, deans, vice presidents, presidents,

Purpose

To promote optimal performance by the USM institutions in meeting the needs and expectations of its students and other stakeholders and to provide mechanisms that will ensure public accountability for that performance, particularly as it relates to faculty work.

Primary Changes

- Moved from course unit to credit hours generated as primary metric for measuring faculty work.
- Adding back institutions that had been gradually exempted from inclusion.
- Broadened discussion to include more than just instructional workload. Measures of contributions to...
 - Student Success
 - Disciplines
 - and Institutions/System

Table 2. One-year and 5-year Change in Fall Headcount Enrollment and Total Credit Hours Produced

	1-year change (2018-19 vs. 2017-18)	5-year change	(2018-19 vs. 2013-14)
	Enrollment	Total Credit Hours	Enrollment	Total Credit Hours
BSU	2.8%	0.3%	13.6%	11.0%
CSU	-5.4%	-0.4%	-19.1%	2.1%
FSU	-1.9%	-7.0%	-3.3%	7.1%
SU	-1.7%	-0.9%	-0.9%	3.9%
TU	1.0%	1.4%	1.9%	-0.3%
UB	-9.4%	-15.1%	-22.7%	-25.7%
UMBC	0.8%	1.4%	-1.0%	1.9%
UMCP	1.7%	0.2%	10.5%	5.2%
UMES	-8.5%	-10.8%	-24.3%	-26.3%
Total	0.0%	-0.7%	1.5%	1.4%

Sources: USM Report on Faculty Teaching Workload and USM Institutional Research Information System (IRIS)

Table 3. Percentage of Credit Hours Produced by Faculty Type and 5-Year Percent Change (2018-19 vs. 2013-14)

	Tenured/	Tenure Track	Full-time Non-Tenure Track Instructional		Part-time		Other	
	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change	% of total	% 5yr change
BSU	35%	-8.2%	16%	4.1%	44%	31.6%	5%	58.0%
CSU	56%	1.0%	2%	-21.9%	35%	6.0%	7%	2.7%
FSU	62%	13.5%	12%	16.6%	20%	-8.4%	6%	-9.3%
SU	54%	2.7%	21%	19.5%	20%	1.5%	4%	-25.4%
TU	37%	-2.8%	27%	6.5%	34%	-1.9%	1%	-15.1%
UB	43%	-12.9%	14%	-10.4%	40%	-38.8%	3%	-24.5%
UMBC	30%	-9.2%	31%	14.0%	35%	4.8%	5%	-8.7%
UMCP	36%	-8.7%	31%	56.3%	24%	-7.2%	9%	-7.5%
UMES	49%	-12.7%	23%	-31.4%	24%	-43.2%	4%	-2.2%
Overall	40%	-4.9%	26%	24.2%	29%	-3.9%	6%	-7.5%

Source: USM Report on Faculty Teaching Workload

Note: Other faculty (including department chairs, non-tenure-track research or public service faculty, and teaching assistants) account for 6% of the credit hours produced.

Table 5. Trends in the Undergraduate Degrees Awarded (FY 2014 to FY 2019)

	2014	2015	2016	2017	2018	2019
BSU	741	801	832	713	781	826
CSU	478	416	464	421	399	378
FSU	1011	1,032	964	1,060	1,027	1,078
SU	1899	1,935	1,982	2,026	1,873	1,805
TU	4291	4,422	4,428	4,628	4,609	4,619
UB	665	694	721	755	711	615
UMBC	2250	2,432	2,521	2,572	2,578	2,658
UMCP	7279	7,166	7,253	7,292	7,559	7,768
UMES	585	577	574	514	482	508
Overall	19,199	19,475	19,739	19,981	20,019	20,255

Source: USM Institutional Research Information System (IRIS)

Table 6a. Four-Year Graduation Rate by Entering Year

	2010	2011	2012	2013	2014	2015
BSU	13%	15%	16%	16%	17%	18%
CSU	6%	9%	9%	12%	12%	12%
FSU	23%	27%	29%	27%	27%	27%
SU	49%	50%	50%	52%	49%	49%
TU	44%	45%	46%	45%	47%	49%
UB	12%	8%	15%	17%	18%	22%
UMBC	34%	36%	40%	39%	42%	43%
UMCP	65%	63%	66%	66%	65%	69%
UMES	17%	20%	22%	21%	21%	15%
All USM	43%	44%	46%	46%	47%	48%

Source: USM Institutional Research Information System (IRIS)

Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

Table 6b. Six-Year Graduation Rate by Entering Year

	2008	2009	2010	2011	2012	2013
BSU	37%	44%	41%	42%	46%	46%
CSU	18%	19%	20%	23%	21%	25%
FSU	55%	61%	55%	56%	57%	57%
SU	72%	74%	74%	76%	71%	74%
TU	70%	73%	72%	74%	75%	72%
UB	48%	38%	36%	34%	41%	44%
UMBC	66%	65%	66%	65%	68%	71%
UMCP	85%	86%	86%	85%	86%	87%
UMES	41%	37%	42%	42%	44%	46%
All USM	66%	69%	68%	70%	70%	72%

Source: USM Institutional Research Information System (IRIS)

Note: Percentages reflect graduation anywhere in USM for all First-time Full-time Freshmen

High-level Findings: Discipline & Service

 Table 7. Scholarship and Service of the USM Faculty (Academic Year 2018-2019)

	Number of Books Published	Number of Refereed Publications	Number of Non-Refereed Publications	Number of Creative Activities	Number of Professional Presentations	Days in Public Service per FTEF
Comprehensive						
BSU	1	42	44	25	110	10.29
CSU	1	94	59	35	56	16.02
FSU	14	114	77	238	189	10.2
SU	30	312	140	152	483	12.97
TU	59	702	312	1165	775	11.0
UB	9	131	54	16	89	7.2
UMES	16	123	85	145	283	10.77
Research						
UMB	267	5324	898	901	3784	9.39
UMBC	22	697	137	302	1343	6.4
UMCP ³	255	5,249	1,734	1,939	6,907	24.3
Overall	674	12788	3540	4918	14019	11.9

Source: USM Report on Faculty Teaching Workload

Note: Includes tenured/tenure track, department chairs, and full-time non-tenure track instructional and research faculty from all departments for the entire institution.

High-level Findings: Discipline & Service

Table 8. External Funding per Institution (FY 2014 – FY 2019)

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Comprehensive						
BSU	\$7,484,576	\$8,786,813	\$7,988,546	\$8,750,023	\$10,025,960	\$9,870,789
CSU	\$6,909,264	\$6,815,776	\$5,850,572	\$7,765,864	\$6,524,176	\$8,250,738
FSU	\$3,051,879	\$6,975,842	\$3,279,980	\$7,818,382	\$2,041,543	\$3,564,730
SU	\$4,954,735	\$4,882,812	\$4,584,488	\$5,760,833	\$5,141,941	\$8,032,505
TU	\$14,311,642	\$17,729,843	\$16,789,859	\$10,439,414	\$12,953,604	\$14,724,204
UB	\$5,877,016	\$7,399,317	\$7,729,907	\$10,582,279	\$13,698,053	\$14,813,294
UMES	\$17,421,188	\$21,224,282	\$17,827,443	\$19,728,418	\$15,601,754	\$16,750,307
UMGC	\$53,091,189	\$51,321,961	\$52,172,670	\$51,111,131	\$54,782,797	\$57,041,537
Research						
UMB	\$499,223,928	\$497,918,281	\$494,477,177	\$553,170,320	\$664,599,070	\$664,120,371
UMBC	\$67,231,628	\$71,134,098	\$76,215,884	\$92,193,683	\$77,180,308	\$79,741,464
UMCP	\$475,232,842	\$545,633,305	\$554,177,223	\$509,225,382	\$538,013,239	\$566,559,047
UMCES	\$22,903,823	\$24,508,834	\$24,815,908	\$24,739,098	\$26,833,197	\$21,424,116
Overall	\$1,177,693,710	\$1,264,331,164	\$1,265,909,657	\$1,301,284,827	\$1,427,395,642	\$1,464,893,102

Source: Annual Extramural Awards Survey, "Total Less Other USM"

University System of Maryland

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report: Opening Fall 2019 Enrollment and FY 2020 Estimated FTE

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: This report provides an overview of preliminary fall 2019 undergraduate, graduate and first-professional enrollment for USM and each campus. In addition, based on the credit hour enrollment of the fall 2019 students, a fiscal year 2020 FTE estimate is included.

In total, USM enrollment decreased (-3,969) for a preliminary total of 172,454 students. The total FY 2020 131,410 FTE is estimated to be -1,156 lower than last fiscal year. The enrollment decreases are across the system except for Salisbury University and the University of Maryland, Baltimore.

The report highlights other trends and provides data about enrollment over the past 10 years.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Info	DATE: November 5, 2019	
BOARD ACTION:	DATE:	
SUBMITTED BY: Ellen Herbst	301-445-1923	eherbst@usmd.edu
Joann A. Boughman	301-445-1992	jboughman@usmd.edu



FALL 2019 OPENING ENROLLMENT AND FY 2020 ESTIMATED FTE REPORT

Office of Institutional Research, Data & Analytics
Administration and Finance
University System of Maryland Office
November 2019

1

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

Enrollment Report Background

The purpose of this annual report is to provide the Board of Regents the fall headcount enrollment attainment and full-time equivalent (FTE) enrollment estimate for the current fiscal year as requested in *the Board of Regents III-4.10 - Policy on Enrollment*. The data are compiled from mandatory Maryland Higher Education Commission (MHEC) preliminary enrollment and the University System of Maryland (USM) credit hour collections. Enrollment and FTE data are important for both fiscal and enrollment management decision making. Enrollment projections were submitted last spring, and this report represents the first opportunity to compare the accuracy of the institutional enrollment projections, one year out, to the actual enrollments. Similarly, campuses submit FTE estimates in the annual operating budget request. Again, this is the first opportunity to compare campus' estimated FTE, as submitted in the budget request, to the FTE enrollment achieved in the fall.

Enrollment highlights, followed by comparisons of preliminary enrollment to projected enrollment, and FTE estimate to budget estimate, are summarized. For additional information, please contact Chad Muntz, Assistant Vice Chancellor of Institutional Research, Data & Analytics at the USM at cmuntz@usmd.edu (301-445-2737).

Enrollment Highlights and Trends

For the first time since 2013, the preliminary fall enrollment decreased. Preliminary Fall 2019 headcount enrollment at the USM campuses was down from Fall 2018 by nearly 4,000 students. An estimated 172,454 students were enrolled this fall. Excluding UMGC, USM's total enrollment was down about 2,200 students. (See Table A, Appendix Tables 1 & 5).

- The estimated FY 2020 FTE is an estimated 131,410, a decrease of -1,156 over FY 2019. Excluding UMGC, USM's FTE was 96,640, a decrease of -982 over FY 2019 (See Table B).
- The largest institutional enrollment decrease was at University of Maryland Global Campus (-1,735), and most of the decrease were part-time students (-1,624) (See Table 5).
- Although USM first-time, full-time undergraduate students decreased -5.3%, the cohort remained above 14,000 for the third straight year. Most of the decreases were at UMCP (-695) and Towson (-201).
 However, Salisbury (+182), UMGC (+93), Coppin (+40), UMES (+7) and FSU (+4) all increased the size of their first-time, full-time cohorts (See Tables 3).
- Across the system, undergraduate enrollment was lower (-2,865). The undergraduate decreases were at and UMGC (-868), FSU (-556), UB (-472), UMES (-364), UMCP (-251), UMBC (-200) and Towson (-199). Only Coppin (+21) and Salisbury (+36) increased (See Table 2 & 5).
- Graduate enrollment was down -1,104 students. Most of the decrease in graduate enrollment was at UMGC (-867), UMCP (-206), and UB (-93). Frostburg (+93), Salisbury (+14), UMB (+81), UMBC (+35) increased (See Table 2 and Table 5).
- Total enrollment of 11,781 at the USM's Historically Black Institutions (HBIs) decreased (-470) compared to Fall 2018. Except for CSU undergraduate, enrollment was lower for both undergraduate and graduate at all campuses. The total combined enrollment for the USM HBIs have decreased nearly 2,000 students over the past 10 years. (See Tables 4 & 5).

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

Fall 2019 Enrollment VS Enrollment Projections

Each spring the USM submits to the Board of Regents a ten-year enrollment projection. Based on information provided by the universities, the enrollment projection includes the enrollment changes expected for the next ten fall semesters (beginning this year with Fall 2019) at each USM institution. Table A compares the Fall 2019 enrollment to the projections submitted by the institutions in Spring 2019, as well as the Fall 2018 actual enrollment.

Table A. The University System of Maryland Fall 2019 Enrollment Compared to Enrollment Projections

				Chang	ge Over
		Fall 2019	Fall 2019		
	Fall 2018	Enrollment	Actual	Fall 2019	
	Actual	Projection	Enrollment	Projection	Fall 2018 Actual
				Fall 19 Preliminary-	Fall 19 Preliminary -
				Fall 19 Projection	Fall 18 Actual
BSU	6,320	6,406	6,171	-235	-149
CSU	2,738	2,741	2,724	-17	-14
FSU	5,294	5,365	4,831	-534	-463
SU	8,567	8,700	8,617	-83	50
TU	22,923	23,130	22,709	-421	-214
UB	5,041	4,808	4,476	-332	-565
UMB	6,777	6,764	6,827	63	50
UMBC	13,767	13,918	13,602	-316	-165
UMCP	41,200	41,375	40,743	-632	-457
UMES	3,193	3,138	2,886	-252	-307
UMGC	60,603	61,209	58,868	-2,341	-1,735
USM	176,423	177,554	172,454	-5,100	-3,969

Source--USM Enrollment Projections; MHEC EIS and S-7 updated 10-9-19

Across the System, enrollment was lower than projected. The exception was UMB. The largest campus enrollment variations between the Fall 2019 enrollment and the Spring enrollment projections occurred at UMGC (-2,341), UMCP (-632), and FSU (-534). Not only did the USM not achieve the 1,131 projected growth, the total enrollment was lower at all campuses except for SU and UMB compared to last year.

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate

FY 2020 Full-Time Equivalent (FTE) Student Estimate

Full-time equivalent (FTE) students are calculated from the actual credit hour enrollment of the students. The table below provides an estimated FY 2020 FTE for each USM institution calculated from the Fall 2019 semester credit hour enrollment. The annualized FTE estimate uses a conservative methodology that calculates the proportion of Spring to Fall credit hours by level for each institution for recent fiscal years. The USM estimate is then compared with each institution's submitted Fall FY 2020 budget projections and FY 2019 actuals. Table B displays the FY 2019 actual FTE, the FY 2020 Budgeted FTE, and the current FY 2020 Estimate.

Table B. The University System of Maryland FY 2020 USM FTE Estimate

				Change Over		
	FY 2019 Actual FTE	FY 2020 Budgeted FTE	FY 2020 Annualized ESTIMATED FTE	FY 2020 Budget	FY 2019 Actual	
			Per Fall 2019 Credit Hour Enrollment	FY20 Estimate- FY20 Budget	FY 20 Estimate - FY 19 Actual	
BSU	5,090	5,090	5,093	3	3	
CSU	2,141	2,181	2,191	10	50	
FSU	4,207	4,176	4,130	-46	-76	
SU	7,728	7,842	7,755	-87	28	
TU	18,947	18,920	18,869	-51	-78	
UB	3,323	3,059	2,966	-93	-356	
UMB	6,908	6,843	6,933	90	25	
UMBC	11,324	11,160	11,099	-61	-225	
UMCP	34,017	34,250	33,923	-327	-95	
UMES	2,938	2,882	2,680	-202	-258	
UMGC	35,944	35,338	35,770	432	-174	
USM	132,565	131,741	131,410	-331	-1,156	

Estimated FTE updated from Fall 2019 actual credit hours of enrollment and USM/Campus estimates

FY 2020 Budgeted FTE from the Performance Measures/Performance Indicators (Annual Budget Submission to DBM)

Source--Credit Hours of Enrollment by Term/Level

Although the headcount enrollment was nearly 4,000 less than last fall, the total credit hours generated did not decrease proportionately. The FY 2020 FTE Estimate is expected to be about 1,100 less than FY 2019 and close the FY 2020 Budgeted FTE. The FY 2020 FTE Estimate at BSU, CSU, FSU, SU, TU, UMB, and UMCP is estimated to be within 100 FTE of last year. UB, UMBC, UMES, and UMGC are estimated to have more than 100 FTE loss compared to FY 2019.

Fall 2019 Opening Enrollment & Updated FY 2020 FTE Estimate Tables

TABLE 1
UNIVERSITY SYSTEM OF MARYLAND
CHANGES IN HEADCOUNT ENROLLMENT*
FALL 2018-2019

Fall 2018/2019 Headcount Change

	Headcount	2018	from 2018
Bowie State University	6,171	(149)	-2.4%
Coppin State University	2,724	(14)	-0.5%
Frostburg State University	4,831	(463)	-8.7%
Salisbury University	8,617	50	0.6%
Towson University	22,709	(214)	-0.9%
University of Baltimore	4,476	(565)	-11.2%
University of Maryland, Baltimore	6,827	50	0.7%
University of Maryland, Baltimore County	13,602	(165)	-1.2%
University of Maryland, College Park	40,743	(457)	-1.1%
University of Maryland Eastern Shore	2,886	(307)	-9.6%
University of Maryland Global Campus*	58,868	(1,735)	-2.9%
USM Total	172,454	(3,969)	-2.2%

Source: MHEC EIS (2010-2019)

TABLE 1b UNIVERSITY SYSTEM OF MARYLAND CHANGES IN HEADCOUNT ENROLLMENT EXCLUDING UMGC* Fall 2018-2019

Fall 2018/2019 Headcount Change

	Headcount	2018	from 2018
Bowie State University	6,171	(149)	-2.4%
Coppin State University	2,724	(14)	-0.5%
Frostburg State University	4,831	(463)	-8.7%
Salisbury University	8,617	50	0.6%
Towson University	22,709	(214)	-0.9%
University of Baltimore	4,476	(565)	-11.2%
University of Maryland, Baltimore	6,827	50	0.7%
University of Maryland, Baltimore County	13,602	(165)	-1.2%
University of Maryland, College Park	40,743	(457)	-1.1%
University of Maryland Eastern Shore	2,886	(307)	-9.6%
USM Total	113,586	(2,234)	-1.9%

Source: MHEC EIS (2010-2019)

^{*}Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 2
ENROLLMENT BY STUDENT LEVEL AND STATUS*
Fall 2010-2019

Student Level				Fal						
& Status	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Undergraduates										
Full-Time: N	76,950	78,693	79,384	79,654	82,667	83,179	85,092	86,361	86,685	85,135
%	50.4%	50.5%	51.0%	52.0%	51.0%	50.6%	49.5%	49.3%	49.1%	49.4%
Part-Time: N	31,633	32,562	32,290	31,446	37,628	39,656	45,306	46,881	48,441	47,126
%	20.7%	20.9%	20.8%	20.5%	23.2%	24.1%	26.3%	26.8%	27.5%	27.3%
Total: N	108,583	111,255	111,674	111,100	120,295	122,835	130,398	133,242	135,126	132,261
%	71.2%	71.4%	71.8%	72.5%	74.3%	74.7%	75.8%	76.1%	76.6%	76.7%
Graduate/First-Pr	ofessional									
Full-Time: N	17,104	17,603	17,920	17,678	17,739	17,734	17,731	17,653	17,653	17,358
%	11.2%	11.3%	11.5%	11.5%	11.0%	10.8%	10.3%	10.1%	10.0%	10.1%
Part-Time: N	26,894	26,913	26,009	24,540	23,966	23,930	23,867	24,281	23,644	22,835
%	17.6%	17.3%	16.7%	16.0%	14.8%	14.5%	13.9%	13.9%	13.4%	13.2%
Total: N	43,998	44,516	43,929	42,218	41,705	41,664	41,598	41,934	41,297	40,193
%	28.8%	28.6%	28.2%	27.5%	25.7%	25.3%	24.2%	23.9%	23.4%	23.3%
All Students										
Total	152,581	155,771	155,603	153,318	162,000	164,499	171,996	175,176	176,423	172,454

Source: MHEC EIS (2010-2019)

Note: Percentages are % of total headcount for each fall term.

^{&#}x27;*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 3
TRENDS IN ENROLLMENT OF FIRST-TIME FULL-TIME UNDERGRADUATES*
Fall 2010-2019

First-Time Full-Time Undergraduates

											One-Year	Five-Year
Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	% Change	% Change
BSU	671	573	477	625	594	559	958	1,075	898	801	-10.8%	34.8%
CSU	525	478	425	353	267	242	383	383	389	429	10.3%	60.7%
FSU	1,028	825	814	889	957	931	829	774	735	739	0.5%	-22.8%
SU	1,253	1,246	1,230	1,241	1,144	1,186	1,328	1,326	1,285	1,467	14.2%	28.2%
TU	2,428	2,536	2,463	2,747	2,711	2,708	2,750	2,735	2,990	2,789	-6.7%	2.9%
UB	155	155	215	236	226	137	138	107	76	40	-47.4%	-82.3%
UMBC	1,499	1,416	1,547	1,653	1,616	1,543	1,518	1,759	1,777	1,692	-4.8%	4.7%
UMCP	3,925	3,989	3,893	4,011	4,128	3,934	4,543	5,178	6,021	5,326	-11.5%	29.0%
UMES	944	748	882	604	756	1,011	698	560	501	508	1.4%	-32.8%
UMGC	150	158	157	87	175	149	192	131	132	225	70.5%	28.6%
USM	12,578	12,124	12,103	12,446	12,574	12,400	13,337	14,028	14,804	14,016	-5.3%	11.5%
MD H.S. Grads**	68,659	67,579	68,046**	67,601**	65,968**	64,586**	63,747**	62,010**	63,485**	62,688**		

Source: MHEC Preliminary Opening Fall Enrollment (2019) and EIS (2010-2018) Public and non-public high school graduates data -WICHE

^{**}The 2012-2019 actual Maryland high school graduates is currently not available; WICHE estimates used.

^{&#}x27;*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

TABLE 4
HISTORICALLY BLACK INSTITUTIONS
ENROLLMENT TRENDS
Fall 2010-2019

Year	Undergraduate	Graduate	Total	% Change Total
Fall 2010	11,666	2,252	13,918	0.5%
Fall 2011	11,609	2,321	13,930	0.1%
Fall 2012	11,168	2,319	13,487	-3.2%
Fall 2013	10,808	2,356	13,164	-2.4%
Fall 2014	10,710	2,397	13,107	-0.4%
Fall 2015	10,725	2,278	13,003	-0.8%
Fall 2016	10,495	2,017	12,512	-3.8%
Fall 2017	10,555	1,976	12,531	0.2%
Fall 2018	10,267	1,984	12,251	-2.2%
Fall 2019	9,943	1,838	11,781	-3.8%

Source: MHEC EIS (2010-2019)

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

			1 411 201				
	Undergr	aduates	Graduates	/First Prof.	Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Bowie State U	Jniversity						
Fall 2010	3,709	692	409	768	5,578	-0.7%	4%
Fall 2011	3,669	783	402	754	5,608	0.5%	4%
Fall 2012	3,493	790	396	742	5,421	-3.3%	3%
Fall 2013	3,521	837	453	750	5,561	2.6%	4%
Fall 2014	3,675	781	513	726	5,695	2.4%	4%
Fall 2015	3,533	782	474	641	5,430	-4.7%	3%
Fall 2016	3,939	772	412	546	5,669	4.4%	3%
Fall 2017	4,389	798	409	552	6,148	8.4%	4%
Fall 2018	4,421	887	463	549	6,320	2.8%	4%
Fall 2019	4,329	898	476	468	6,171	-2.4%	4%
Coppin State	University						
Fall 2010	2,599	699	134	368	3,800	0.0%	2%
Fall 2011	2,368	927	155	363	3,813	0.3%	2%
Fall 2012	2,442	685	142	343	3,612	-5.3%	2%
Fall 2013	2,251	669	133	330	3,383	-6.3%	2%
Fall 2014	2,046	638	151	298	3,133	-7.4%	2%
Fall 2015	2,007	661	137	303	3,108	-0.8%	2%
Fall 2016	1,888	619	133	299	2,939	-5.4%	2%
Fall 2017	1,854	653	150	236	2,893	-1.6%	2%
Fall 2018	1,765	597	121	255	2,738	-5.4%	2%
Fall 2019	1,804	579	113	228	2,724	-0.5%	2%
Frostburg Sta	te University						
Fall 2010	4,544	322	247	357	5,470	1.6%	4%
Fall 2011	4,372	359	234	464	5,429	-0.7%	3%
Fall 2012	4,253	378	264	526	5,421	-0.1%	3%
Fall 2013	4,192	511	216	554	5,473	1.0%	4%
Fall 2014	4,228	687	209	521	5,645	3.1%	3%
Fall 2015	4,176	785	238	557	5,756	2.0%	3%
Fall 2016	4,141	743	243	549	5,676	-1.4%	3%
Fall 2017	3,849	876	176	495	5,396	-4.9%	3%
Fall 2018	3,805	833	205	451	5,294	-1.9%	3%
Fall 2019	3,413	669	236	513	4,831	-8.7%	3%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

			1 011 201			-	
	Undergr	aduates	Graduates	/First Prof.	Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
Salisbury Univ	versity						
Fall 2010	7,103	603	272	419	8,397	2.4%	6%
Fall 2011	7,304	588	298	416	8,606	2.5%	6%
Fall 2012	7,323	646	288	400	8,657	0.6%	6%
Fall 2013	7,374	630	291	348	8,643	-0.2%	6%
Fall 2014	7,350	647	354	419	8,770	1.5%	5%
Fall 2015	7,148	701	403	419	8,671	-1.1%	5%
Fall 2016	7,250	611	489	398	8,748	0.9%	5%
Fall 2017	7,191	591	520	412	8,714	-0.4%	5%
Fall 2018	7,081	569	516	401	8,567	-1.7%	5%
Fall 2019	7,090	596	530	401	8,617	0.6%	5%
Towson Unive	ersity						
Fall 2010	15,560	1,969	1,285	3,026	21,840	3.1%	15%
Fall 2011	15,590	1,927	1,266	2,681	21,464	-1.7%	14%
Fall 2012	15,852	2,136	1,200	2,772	21,960	2.3%	14%
Fall 2013	16,588	2,191	1,198	2,522	22,499	2.5%	15%
Fall 2014	16,575	2,232	1,115	2,363	22,285	-1.0%	14%
Fall 2015	16,768	2,281	1,078	2,157	22,284	0.0%	14%
Fall 2016	16,893	2,305	1,081	2,064	22,343	0.3%	13%
Fall 2017	17,106	2,490	1,068	2,041	22,705	1.6%	13%
Fall 2018	17,350	2,468	1,035	2,070	22,923	1.0%	13%
Fall 2019	17,209	2,410	1,017	2,073	22,709	-0.9%	13%
University of	Baltimore						
Fall 2010	1,924	1,302	1,495	1,780	6,501	3.8%	4%
Fall 2011	1,944	1,313	1,456	1,693	6,406	-1.5%	4%
Fall 2012	2,012	1,414	1,446	1,686	6,558	2.4%	4%
Fall 2013	2,061	1,465	1,396	1,596	6,518	-0.6%	4%
Fall 2014	2,089	1,396	1,295	1,642	6,422	-1.5%	4%
Fall 2015	2,056	1,288	1,235	1,650	6,229	-3.0%	4%
Fall 2016	1,995	1,227	1,153	1,608	5,983	-3.9%	3%
Fall 2017	1,716	1,233	1,084	1,532	5,565	-7.0%	3%
Fall 2018	1,470	1,099	1,039	1,433	5,041	-9.4%	3%
Fall 2019	1,192	905	997	1,382	4,476	-11.2%	3%

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

Fall 2010-2019									
	Undergr	aduates	Graduates	/First Prof.	Total	Annual	% of		
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM		
University of	Maryland, Ba	ltimore							
Fall 2010	533	239	4,439	1,138	6,349	-0.5%	4%		
Fall 2011	509	222	4,518	1,144	6,393	0.7%	4%		
Fall 2012	559	169	4,544	1,096	6,368	-0.4%	4%		
Fall 2013	549	197	4,479	1,059	6,284	-1.3%	4%		
Fall 2014	571	221	4,392	1,092	6,276	-0.1%	4%		
Fall 2015	620	246	4,325	1,138	6,329	0.8%	4%		
Fall 2016	704	201	4,463	1,114	6,482	2.4%	4%		
Fall 2017	718	211	4,514	1,260	6,703	3.4%	4%		
Fall 2018	702	207	4,500	1,368	6,777	1.1%	4%		
Fall 2019	695	183	4,399	1,550	6,827	0.7%	4%		
University of	Maryland Bal	ltimore Count	ty						
Fall 2010	8,830	1,380	1,140	1,538	12,888	0.1%	8%		
Fall 2011	9,051	1,522	1,136	1,490	13,199	2.4%	8%		
Fall 2012	9,371	1,582	1,134	1,550	13,637	3.3%	9%		
Fall 2013	9,508	1,628	1,191	1,581	13,908	2.0%	9%		
Fall 2014	9,653	1,726	1,189	1,411	13,979	0.5%	9%		
Fall 2015	9,592	1,651	1,160	1,436	13,839	-1.0%	8%		
Fall 2016	9,484	1,658	1,167	1,331	13,640	-1.4%	8%		
Fall 2017	9,543	1,691	1,126	1,302	13,662	0.2%	8%		
Fall 2018	9,623	1,637	1,205	1,302	13,767	0.8%	8%		
Fall 2019	9,436	1,624	1,257	1,285	13,602	-1.2%	8%		
University of	Maryland, Co	llege Park							
Fall 2010	24,841	2,081	7,095	3,624	37,641	1.2%	25%		
Fall 2011	24,697	2,129	7,536	3,269	37,631	0.0%	24%		
Fall 2012	24,486	2,052	7,788	2,921	37,247	-1.0%	24%		
Fall 2013	24,522	2,136	7,677	2,937	37,272	0.1%	24%		
Fall 2014	25,027	2,029	7,911	2,643	37,610	0.9%	23%		
Fall 2015	25,410	2,033	8,091	2,606	38,140	1.4%	23%		
Fall 2016	26,350	2,122	8,094	2,517	39,083	2.5%	23%		
Fall 2017	27,708	2,160	8,107	2,546	40,521	3.7%	23%		
Fall 2018	28,501	2,261	8,102	2,336	41,200	1.7%	23%		
Fall 2019	28,390	2,121	7,877	2,355	40,743	-1.1%	24%		

TABLE 5
ENROLLMENT TRENDS BY INSTITUTION*
Fall 2010-2019

	Undergra	duates	Graduates/First Prof.		Total	Annual	% of
Institution	Full-Time	Part-Time	Full-Time	Part-Time	Headcount	% Change	USM
	Maryland East		ruii-Tiille	rait-fille	HeadCount	76 Change	OSIVI
Fall 2010	3,658		302	271	4,540	2.4%	3%
Fall 2010	•	309 326	365	282	·	-0.7%	3%
	3,536				4,509		
Fall 2012	3,449	309	441	255	4,454	-1.2%	3%
Fall 2013	3,171	359	430	260	4,220	-5.3%	3%
Fall 2014	3,192	378	442	267	4,279	1.4%	3%
Fall 2015	3,291	451	485	238	4,465	4.3%	3%
Fall 2016	2,918	359	397	230	3,904	-12.6%	2%
Fall 2017	2,573	288	414	215	3,490	-10.6%	2%
Fall 2018	2,360	237	370	226	3,193	-8.5%	2%
Fall 2019	2,096	237	344	209	2,886	-9.6%	2%
	Maryland Glob						0.004
Fall 2010	3,649	22,037	286	13,605	39,577	6.0%	26%
Fall 2011	5,653	22,466	237	14,357	42,713	7.9%	27%
Fall 2012	6,144	22,129	277	13,718	42,268	-1.0%	27%
Fall 2013	5,917	20,823	214	12,603	39,557	-6.4%	26%
Fall 2014	8,261	26,893	168	12,584	47,906	21.1%	30%
Fall 2015	8,578	28,777	108	12,785	50,248	4.9%	31%
Fall 2016	9,530	34,689	99	13,211	57,529	14.5%	33%
Fall 2017	9,714	35,890	85	13,690	59,379	3.2%	34%
Fall 2018	9,607	37,646	97	13,253	60,603	2.1%	34%
Fall 2019	9,481	36,904	112	12,371	58,868	-2.9%	34%
	stem of Maryla		(Stateside)				
Fall 2010	76,950	31,633	17,104	26,894	152,581	2.6%	100%
Fall 2011	78,693	32,562	17,603	26,913	155,771	2.1%	100%
Fall 2012	79,384	32,290	17,920	26,009	155,603	-0.1%	100%
Fall 2013	79,654	31,446	17,678	24,540	153,318	-1.5%	100%
Fall 2014	82,667	37,628	17,739	23,966	162,000	5.7%	100%
Fall 2015	83,179	39,656	17,734	23,930	164,499	1.5%	100%
Fall 2016	85,092	45,306	17,731	23,867	171,996	4.6%	100%
Fall 2017	86,361	46,881	17,653	24,281	175,176	1.8%	100%
Fall 2018	86,685	48,441	17,653	23,644	176,423	0.7%	100%
Fall 2019	85,135	47,126	17,358	22,835	172,454	-2.2%	100%

^{&#}x27;*Beginning in FY 2015, all UMGC online courses are administered and counted as stateside. Beginning in FY 2016, upon approval by the Middle States Commission on Higher Education for a status change of the overseas locations, all UMGC courses, irrespective of geographic location and instructional modality, are reported as a single, worldwide figure for the institution as a whole. Beginning in FY 2017, all UMCP Freshmen Connection Spring admits who attend the Fall semester are included in the Fall headcount.

Fall 2019 Preliminary Fall Enrollment & FY 2020 Estimated Full-Time Equivalent Report

Committee on Education Policy & Student Life
November 5th, 2019



Institutional Research, Data & Analytics
Office of Administration and Finance



Purpose of the Report

- Policy on Enrollment III 4.10
- Attainment per campus enrollment plans
- Full-time Equivalent (FTE) provides a fiscal outlook



Fall 2019 and FY 2020 Overview

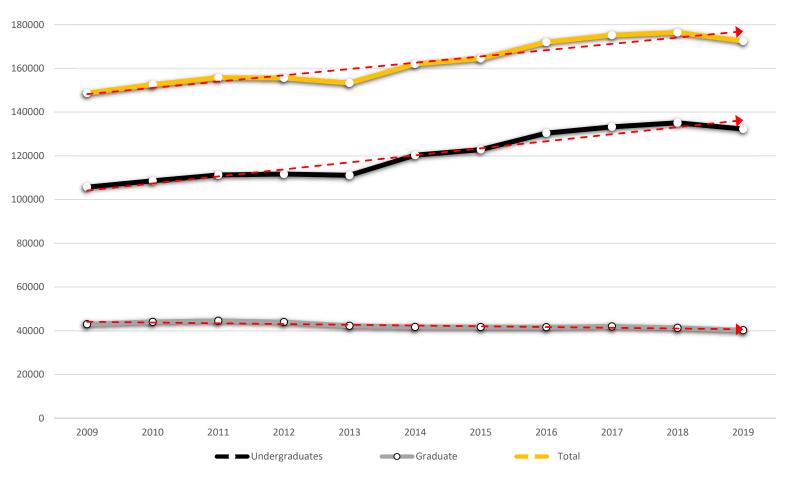
USM decreased from FY 2019 to FY 2020

USM is still following the same trajectory for enrollment

Enrollment recovery is slower and dependent on student pipeline and success

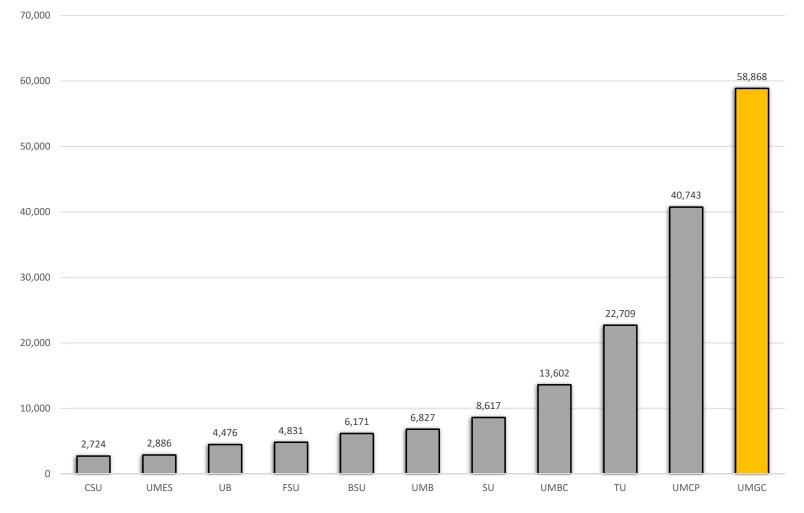


USM Enrollment Trajectory (Fall 2009-2019)



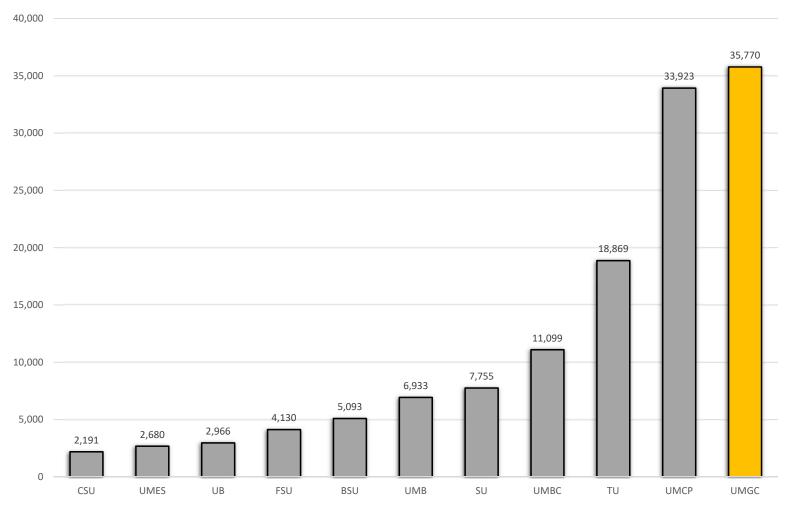


Fall 2019 Enrollment



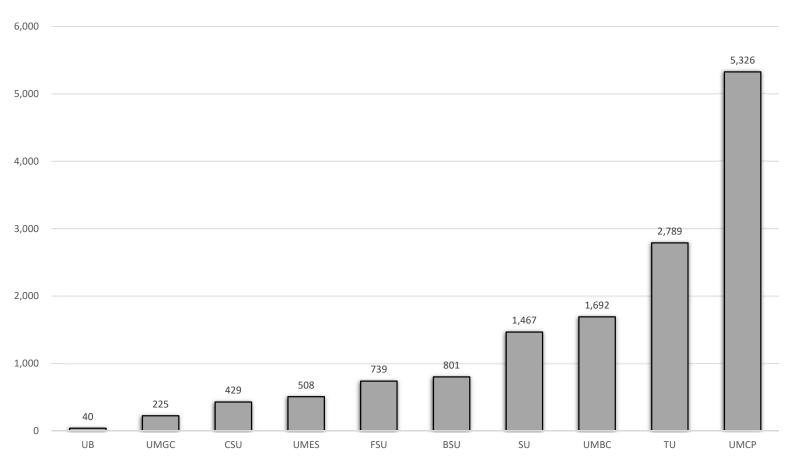


FY 2020 FTE Estimate



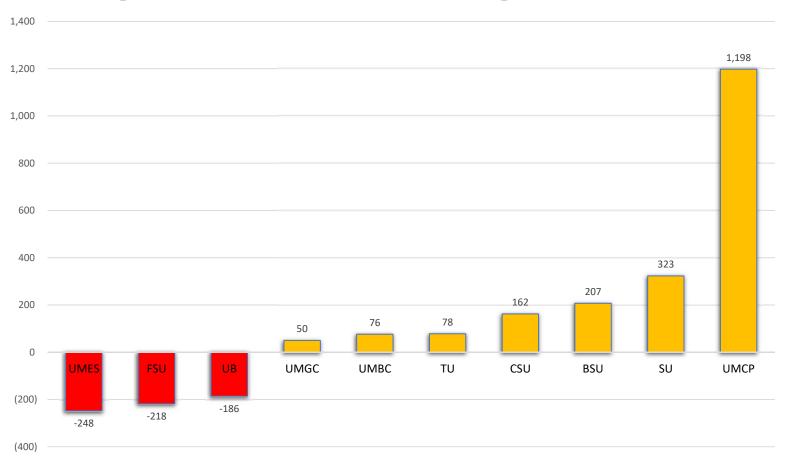


Fall 2019 First-Time, Full-Time New Undergraduates



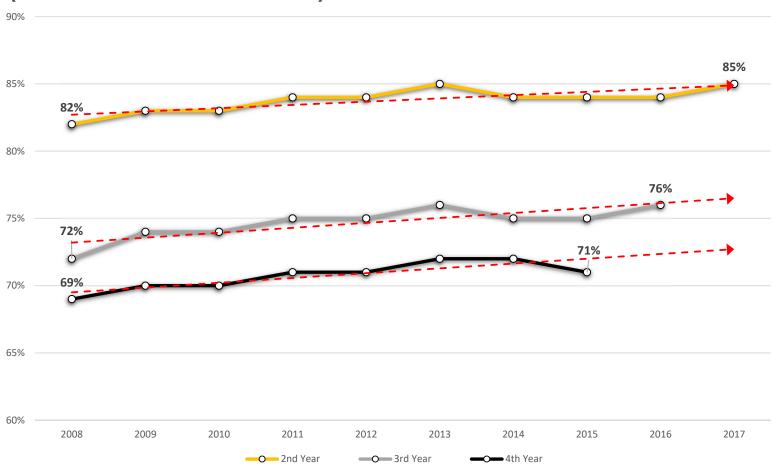


First-Time, Full-Time New Undergraduates 5-Year Changes





USM First-Time, Full-Time Retention Trends (Fall Cohort 2008-2017)





Enrollment Influences

- Increased student success
- Fewer transfers from community colleges
- Change in resource availability



FY 2020 Summary

- USM decreased from FY 2019 to FY 2020
 - The first-time, full-time undergraduate cohort remained above 14,000 for the third year in a row
- USM is still following the same trajectory for enrollment
 - Institutional enrollments vary
- Enrollment recovery is slower than enrollment loss
 - College-ready new undergraduates seeking in-state opportunities is limited
 - New pipelines must be established
 - Retention remains a key strategy for enrollment stability/growth

Questions?



Chad Muntz
Assistant Vice Chancellor
Institutional Research, Data, & Analytics
Office of Administration and Finance
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BOARD OF REGENTS SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The University of Maryland Eastern Shore seeks exception to the *BOR Policy III-4.00 – Policy on Undergraduate Admissions* to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall 2020. The policy change would still require all students to submit their test scores, even if they are not used as admissions criteria.

A growing body of research demonstrates that high school grade point average is a much better predictor of college success than a student's SAT or ACT score (Kurlaender, M., & Cohen, K., 2019). Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. In addition, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice.

Through less reliance on standardized scores, UMES will be able to identify students whose high school performance demonstrates their potential for college success. Based on a review of UMES' first year students' academic performance, the data show that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades exhibited poorer performance and succeed at a lower rate as reflected in the UMES First-Year Success and Failure by SAT and High School GPA, 2014-2018 found in Appendix B of the proposal as follows. Additionally, the demographics of first-generation students, the populations from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies.

Results of the one-year pilot study will be presented to the Committee in Fall 2021.

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

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

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland Eastern Shore to use Standardized Tests as an Optional Criterion for Admission.

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



UNIVERSITY OF MARYLAND EASTERN SHORE Office of the President

Proposal for University of Maryland Eastern Shore Using Standardized Tests as an *Optional* Criterion for Admission

Submitted by Heidi M. Anderson, President (October 16, 2019)

Proposal

The University of Maryland Eastern Shore seeks exception to the *BOR Policy III-4.00 – Policy on Undergraduate Admissions*¹ to conduct a one-year pilot study using standardized tests as an optional criterion for admission for first-year students whose overall high school minimum grade point averages of 3.4, to begin effective Fall 2020. *It is important to note, that this policy change would still require all students to submit their test scores, even if they are not used as admissions criteria*.

Exception for the pilot study is requested of the University System of Maryland's Board of Regents because the current policy states: "A score on a nationally standardized examination such as the SAT or ACT is required of all applicants who have graduated from high school." If the pilot is approved, annual reports will be provided by October 15, 2021 to the Education Policy Committee comparing retention rates and UMES grade point averages for both groups of first-year students. Graduation rates for two student cohorts will be assessed for the first two entering classes in 2024, 2025, and 2026 (four, five, and six-year graduation marks).

Changing perspectives on standardized tests as indicators of college success

A growing body of research (Kurlaender, M., & Cohen, K., 2019) demonstrates that high school grade point average is a much better predictor of college success than a student's SAT or ACT score. The National Center for Fair and Open Testing (2007) reports that use of standardized testing is not only a poor predictor of a student's college performance, but that it also adversely impacts access to education for otherwise qualified aspiring students. Educators also increasingly recognize that this practice helps them be more accessible and equitable in their admissions practices. Finally, schools that have gone test-optional report higher student retention and graduation rates than peer institutions that do not use this practice.

Changes in the SAT over the last decade resulted in marked declines in national scores, with Maryland students experiencing a more significant drop than other states until 2017. From 2009 - 2016 the national average SAT composite declined by 16 points overall, the Maryland average SAT composite declined by 21 points (See Appendix A: *Comparison of Fall 2009 -2018 Mean SAT Scores - Maryland and Nationally*). Notably Maryland's composite scores <u>rose</u> 100 points by 2018, surpassing the national average by 13 points. The major shift in both Maryland and national scores have been attributed to the content, format, and scoring changes made to the SAT in 2016.

The extraordinary shift in test scores over a two-year period can be seen as another piece of evidence that the SAT tests are an imperfect admissions metric. Through less reliance on standardized scores, UMES will be able

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¹BOR Policy III-4.00 Approved by the Board of Regents, January 11, 1990; Revised October 4, 1996; Revised October 5, 2001

to identify students whose high school performance demonstrates their potential for college success. Additionally, the demographics of first-generation students, the populations from which UMES draws a majority of its student body, further compels UMES to develop more holistic admissions policies.

Admissions Practices at Peer Institutions

Currently, over 1000 accredited colleges and universities have some form of test-optional admissions policy (e.g. University of Delaware, George Mason University, Loyola of Maryland, and Salisbury University). Four of UMES' HBCU peer institutions are currently test-optional. These institutions all use a high school ranking or GPA cut-off to determine when applicants' standardized test scores are considered optional, though they differ on the level at which they enact their test-optional policies:

HBCU Test-optional Peers				
University	Test-Optional			
	Criteria			
Alcorn State University	3.2 GPA			
Hampton University	3.3 GPA or Top 10%			
Prairie View A&M University	Top 10%			
Virginia State University	3.0 GPA			

Data from Hampton and Virginia State Universities illustrate the ways in which test-optional practices have affected their first-year enrollment and retention rates since 2015:

Entering Freshmen Cohort						
Fall 2015 Fall 2016 Fall 2017						
Hampton	930	1278	1018			
Va State	765	1024	1145			

Retention Rates							
	Fall 2015 Fall 2016 Fall 2017						
Hampton	76%	80%	78%				
Va State	73%	74%	71%				

Based on a review of UMES' first year students' academic performance, we find that high school GPA is a much stronger predictor of both academic success and failure than the SAT. Students with higher high school grades and lower SAT scores had a higher rate of success and fewer failures. Conversely, students with higher SAT scores and lower grades did more poorly and succeed at a lower rate. (See Appendix B: *UMES First-Year Success and Failure by SAT and High School GPA, 2014-2018*)

UMES proposed practices and benefits

The UMES proposed practices are as follows:

- High school students who submit completed applications, and whose overall high school GPA is at or above a 3.4, receive expedited admission to the University.
- Students who wish to be considered for acceptance into the honors program, select majors, and NCAA teams will still have their SAT or ACT scores considered as part of their application package.

 All students must still submit standardized test scores, even if they are not used as admission criteria.

Benefits to UMES <u>students</u>: In addition to potentially greater retention and graduation rates, UMES applicants would also likely benefit from:

- Decreased cost of college application materials. Currently, if not requested at test registration, the College Board solicits a fee each time a student requests a score report sent to a university
- Being able to submit materials that best represent themselves and their potential for success such as
 High School Transcripts, Faculty Letters of Recommendations, Research Experience, and Community
 Service.
- Relieving some of the stigma and anxiety that can come from lower standardized test scores.

As an institution, becoming test-optional allows UMES:

- To be in line with national admissions best-practices, adopted by many institutions across higher education (George Washington University, Hampton University, Old Dominion University, Temple University, etc.).
- To align with the recruitment tactics of UMES' Middle States Peers.
- To remain competitive with recruitment and admission of students from highly targeted underrepresented and underserved communities.
- To remain true to its access mission by evaluating students' potential for success more holistically by utilizing additional materials such as High School Transcripts, Faculty Letters of Recommendations, Research Experience, and Community Service.

Objectives and Evaluation

Using the SAT-optional admissions policy, UMES expects to continue progress with *Managing For Results* benchmarks. All are dependent on measures in admissions like application rates, admissions ratios, yield rates, percent in top of high school classes and test score averages. Other indicators that should benefit from improved prediction of success are retention rates, graduation rates and improved academic performance. Annual reports will be provided by October 15 to the Education Policy Committee comparing retention rates and UMES grade point averages for both groups: eligible first-year students excluding their scores with those submitting SAT or ACT scores. Graduation rates for each entering first-year class, beginning in 2020, will be assessed at the four, five, and six-year marks.

Implementation of Change

It is our goal for this proposal to receive consideration in time for the December 2019 Board of Regents meeting. Approval would allow UMES to accept students under this policy for Fall Semester 2020. As always, applicants will continue to be informed of our institutional values and the importance of our student-centered admissions process.

References:

Kurlaender, M., & Cohen, K. (2019). Predicting College Success: How Do Different High School Assessments Measure Up? Policy Analysis for California Education, PACE.

National Center for Fair and Open Testing (2007). *SAT I: A Faulty Instrument For Predicting College Success.* https://www.fairtest.org/satvalidity.html, accessed on October 13, 2019

Appendix A: Comparison of Fall 2009 - 2018 Mean SAT Scores - Maryland and Nationally

UNIVERSSITY OF MARYLAND EASTERN SHORE

Comparison of Fall 2009-Fall 2018 Mean SAT Scores - Maryland and Nationally

Year	Maryland Composite	National Composite	Difference Between MD & Nation
2009	1001	1017	-16
2010	1007	1017	-10
2011	1001	1011	-10
2012	999	1010	-11
2013	997	1010	-13
2014	987	1010	-23
2015	984	1006	-22
2016	980	1002	-22
2017	1060	1060	0
2018	1080	1067	13

Source: Maryland Higher Education Commission Data Book

sn/fa/ja/oirpa/10-12-2019

Appendix B: University of Maryland Eastern Shore First-Year Success and Failure by SAT and High School GPA

All Fall 2014 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

#		%		
Student	# UMES GPA>=3.0	Success	SAT Quartile Range	High School GPA Quartile Range
56	6	10.71%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
57	7	12.28%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
43	10	23.26%	Bottom 0-25% Quartile	Top 50-75% Quartile
32	6	18.75%	Bottom 0-25% Quartile	Top 75-100% Quartile
45	6	13.33%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
61	7	11.48%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
66	16	24.24%	Bottom 25-50% Quartile	Top 50-75% Quartile
39	17	43.59%	Bottom 25-50% Quartile	Top 75-100% Quartile
42	9	21.43%	Top 50-75% Quartile	Bottom 0-25% Quartile
30	4	13.33%	Top 50-75% Quartile	Bottom 25-50% Quartile
40	12	30.00%	Top 50-75% Quartile	Top 50-75% Quartile
42	22	52.38%	Top 50-75% Quartile	Top 75-100% Quartile
26	2	7.69%	Top 75-100% Quartile	Bottom 0-25% Quartile
23	9	39.13%	Top 75-100% Quartile	Bottom 25-50% Quartile
33	15	45.45%	Top 75-100% Quartile	Top 50-75% Quartile
58	40	68.97%	Top 75-100% Quartile	Top 75-100% Quartile
693	188	27.13%		

All Fall 2014 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

#		%		
Student	# UMES GPA <2.0	Failure	SAT Quartile Range	High School GPA Quartile Range
56	23	41.07%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
57	16	28.07%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
43	7	16.28%	Bottom 0-25% Quartile	Top 50-75% Quartile
32	9	28.13%	Bottom 0-25% Quartile	Top 75-100% Quartile
45	12	26.67%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
61	14	22.95%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
66	13	19.70%	Bottom 25-50% Quartile	Top 50-75% Quartile
39	3	7.69%	Bottom 25-50% Quartile	Top 75-100% Quartile
42	12	28.57%	Top 50-75% Quartile	Bottom 0-25% Quartile
30	7	23.33%	Top 50-75% Quartile	Bottom 25-50% Quartile
40	7	17.50%	Top 50-75% Quartile	Top 50-75% Quartile
42	5	11.90%	Top 50-75% Quartile	Top 75-100% Quartile
26	8	30.77%	Top 75-100% Quartile	Bottom 0-25% Quartile
23	5	21.74%	Top 75-100% Quartile	Bottom 25-50% Quartile
33	2	6.06%	Top 75-100% Quartile	Top 50-75% Quartile
58	3	5.17%	Top 75-100% Quartile	Top 75-100% Quartile
693	146	21.07%		

All Fall 2015 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

		.,	B	
#	# UMES	%		
Student	GPA>=3.0	Success	SAT Quartile Range	High School GPA Quartile Range
92	6	6.52%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
98	9	9.18%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
87	18	20.69%	Bottom 0-25% Quartile	Top 50-75% Quartile
45	16	35.56%	Bottom 0-25% Quartile	Top 75-100% Quartile
54	6	11.11%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
63	8	12.70%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
48	9	18.75%	Bottom 25-50% Quartile	Top 50-75% Quartile
46	17	36.96%	Bottom 25-50% Quartile	Top 75-100% Quartile
55	6	10.91%	Top 50-75% Quartile	Bottom 0-25% Quartile
36	6	16.67%	Top 50-75% Quartile	Bottom 25-50% Quartile
37	10	27.03%	Top 50-75% Quartile	Top 50-75% Quartile
59	32	54.24%	Top 50-75% Quartile	Top 75-100% Quartile
28	4	14.29%	Top 75-100% Quartile	Bottom 0-25% Quartile
37	11	29.73%	Top 75-100% Quartile	Bottom 25-50% Quartile
49	18	36.73%	Top 75-100% Quartile	Top 50-75% Quartile
70	47	67.14%	Top 75-100% Quartile	Top 75-100% Quartile
904	223	24.67%		

All Fall 2015 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

	# UMES GPA	%		High School GPA Quartile
# Student	<2.0	Failure	SAT Quartile Range	Range
92	46	50.00%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
98	27	27.55%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
87	22	25.29%	Bottom 0-25% Quartile	Top 50-75% Quartile
45	7	15.56%	Bottom 0-25% Quartile	Top 75-100% Quartile
54	24	44.44%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
63	32	50.79%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
48	14	29.17%	Bottom 25-50% Quartile	Top 50-75% Quartile
46	13	28.26%	Bottom 25-50% Quartile	Top 75-100% Quartile
55	27	49.09%	Top 50-75% Quartile	Bottom 0-25% Quartile
36	14	38.89%	Top 50-75% Quartile	Bottom 25-50% Quartile
37	9	24.32%	Top 50-75% Quartile	Top 50-75% Quartile
59	7	11.86%	Top 50-75% Quartile	Top 75-100% Quartile
28	13	46.43%	Top 75-100% Quartile	Bottom 0-25% Quartile
37	10	27.03%	Top 75-100% Quartile	Bottom 25-50% Quartile
49	8	16.33%	Top 75-100% Quartile	Top 50-75% Quartile
70	6	8.57%	Top 75-100% Quartile	Top 75-100% Quartile
904	279	30.86%		

All Fall 2016 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

#		%		High School GPA Quartile
Student	# UMES GPA>=3.0	Success	SAT Quartile Range	Range
18	3	16.67%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
31	6	19.35%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
36	14	38.89%	Bottom 0-25% Quartile	Top 50-75% Quartile
24	14	58.33%	Bottom 0-25% Quartile	Top 75-100% Quartile
29	4	13.79%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
19	4	21.05%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
14	2	14.29%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	8	50.00%	Bottom 25-50% Quartile	Top 75-100% Quartile
30	2	6.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
22	6	27.27%	Top 50-75% Quartile	Bottom 25-50% Quartile
18	4	22.22%	Top 50-75% Quartile	Top 50-75% Quartile
29	18	62.07%	Top 50-75% Quartile	Top 75-100% Quartile
22	5	22.73%	Top 75-100% Quartile	Bottom 0-25% Quartile
12	2	16.67%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	8	36.36%	Top 75-100% Quartile	Top 50-75% Quartile
27	17	62.96%	Top 75-100% Quartile	Top 75-100% Quartile
369	117	31.71%		

All Fall 2016 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

#				High School GPA Quartile
Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	Range
18	7	38.89%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
31	9	29.03%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
36	9	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
24	4	16.67%	Bottom 0-25% Quartile	Top 75-100% Quartile
29	9	31.03%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
19	3	15.79%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
14	2	14.29%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
30	11	36.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
22	4	18.18%	Top 50-75% Quartile	Bottom 25-50% Quartile
18	3	16.67%	Top 50-75% Quartile	Top 50-75% Quartile
29	6	20.69%	Top 50-75% Quartile	Top 75-100% Quartile
22	9	40.91%	Top 75-100% Quartile	Bottom 0-25% Quartile
12	4	33.33%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	3	13.64%	Top 75-100% Quartile	Top 50-75% Quartile
27	2	7.41%	Top 75-100% Quartile	Top 75-100% Quartile
369	86	23.31%		

All Fall 2017 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

# Student	# UMES GPA>=3.0	% Success	SAT Quartile Range	High School GPA Quartile Range
53	6	11.32%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
32	5	15.63%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	7	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
12	1	8.33%	Bottom 0-25% Quartile	Top 75-100% Quartile
26	4	15.38%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
39	7	17.95%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
35	10	28.57%	Bottom 25-50% Quartile	Top 50-75% Quartile
31	16	51.61%	Bottom 25-50% Quartile	Top 75-100% Quartile
27	4	14.81%	Top 50-75% Quartile	Bottom 0-25% Quartile
32	4	12.50%	Top 50-75% Quartile	Bottom 25-50% Quartile
39	11	28.21%	Top 50-75% Quartile	Top 50-75% Quartile
24	13	54.17%	Top 50-75% Quartile	Top 75-100% Quartile
19	5	26.32%	Top 75-100% Quartile	Bottom 0-25% Quartile
18	7	38.89%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	11	50.00%	Top 75-100% Quartile	Top 50-75% Quartile

48	28	58.33%	Top 75-100% Quartile	Top 75-100% Quartile
485	139	28.66%		

All Fall 2017 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 Failure)

# Student	# UMES GPA <2.0	% Failure	SAT Quartile Range	High School GPA Quartile Range
53	22	41.51%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
32	12	37.50%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	6	21.43%	Bottom 0-25% Quartile	Top 50-75% Quartile
12	3	25.00%	Bottom 0-25% Quartile	Top 75-100% Quartile
				·
26	14	53.85%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
39	8	20.51%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
35	7	20.00%	Bottom 25-50% Quartile	Top 50-75% Quartile
31	4	12.90%	Bottom 25-50% Quartile	Top 75-100% Quartile
27	13	48.15%	Top 50-75% Quartile	Bottom 0-25% Quartile
32	12	37.50%	Top 50-75% Quartile	Bottom 25-50% Quartile
39	6	15.38%	Top 50-75% Quartile	Top 50-75% Quartile
24	3	12.50%	Top 50-75% Quartile	Top 75-100% Quartile
19	4	21.05%	Top 75-100% Quartile	Bottom 0-25% Quartile
18	3	16.67%	Top 75-100% Quartile	Bottom 25-50% Quartile
22	3	13.64%	Top 75-100% Quartile	Top 50-75% Quartile
48	3	6.25%	Top 75-100% Quartile	Top 75-100% Quartile
485	123	25.36%		

All Fall 2018 Freshmen by SAT & High School GPA and UMES GPA = 3 and Above (Success)

#	# UMES	%		
Student	GPA>=3.0	Success	SAT Quartile Range	High School GPA Quartile Range
33	3	9.09%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
47	2	4.26%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	5	17.86%	Bottom 0-25% Quartile	Top 50-75% Quartile
16	7	43.75%	Bottom 0-25% Quartile	Top 75-100% Quartile
35	6	17.14%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
37	3	8.11%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
33	10	30.30%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	9	56.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
24	10	41.67%	Top 50-75% Quartile	Bottom 0-25% Quartile
19	3	15.79%	Top 50-75% Quartile	Bottom 25-50% Quartile
34	14	41.18%	Top 50-75% Quartile	Top 50-75% Quartile
27	14	51.85%	Top 50-75% Quartile	Top 75-100% Quartile

21	4	19.05%	Top 75-100% Quartile	Bottom 0-25% Quartile
17	6	35.29%	Top 75-100% Quartile	Bottom 25-50% Quartile
23	11	47.83%	Top 75-100% Quartile	Top 50-75% Quartile
52	33	63.46%	Top 75-100% Quartile	Top 75-100% Quartile
462	140	30.30%		

All Fall 2018 Freshmen by SAT & HS GPA with UMES GPA Below 2.0 (Failure)

#		%		
Student	# UMES GPA <2.0	Failure	SAT Quartile Range	High School GPA Quartile Range
33	11	33.33%	Bottom 0-25% Quartile	Bottom 0-25% Quartile
47	12	25.53%	Bottom 0-25% Quartile	Bottom 25-50% Quartile
28	7	25.00%	Bottom 0-25% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 0-25% Quartile	Top 75-100% Quartile
35	9	25.71%	Bottom 25-50% Quartile	Bottom 0-25% Quartile
37	10	27.03%	Bottom 25-50% Quartile	Bottom 25-50% Quartile
33	2	6.06%	Bottom 25-50% Quartile	Top 50-75% Quartile
16	1	6.25%	Bottom 25-50% Quartile	Top 75-100% Quartile
24	5	20.83%	Top 50-75% Quartile	Bottom 0-25% Quartile
19	5	26.32%	Top 50-75% Quartile	Bottom 25-50% Quartile
34	3	8.82%	Top 50-75% Quartile	Top 50-75% Quartile
27	1	3.70%	Top 50-75% Quartile	Top 75-100% Quartile
21	5	23.81%	Top 75-100% Quartile	Bottom 0-25% Quartile
17	3	17.65%	Top 75-100% Quartile	Bottom 25-50% Quartile
23	1	4.35%	Top 75-100% Quartile	Top 50-75% Quartile
52	1	1.92%	Top 75-100% Quartile	Top 75-100% Quartile
462	77	16.67%		



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

TOPIC: Update: William E. Kirwan Center for Academic Innovation

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The USM's William E. Kirwan Center for Academic Innovation was established in June 2013 to enhance and promote the System's position as a national leader in higher education academic innovation. The Center's charge is to capitalize on recent findings from the learning sciences and the capabilities of emerging technologies to increase access, affordability, and outcomes of higher education. We are bringing together academic change leaders from across the System to identify ways we might improve the success of students, evaluate the feasibility of these approaches, share our findings, and scale-up and sustain promising models.

Working at the System level has been vital to the impact that the Center has had to date. Our position allows us to leverage the collective strengths of our diverse institutions, which are working together to support innovation across the USM. From this vantage point we have been able to:

- I. Create a collaborative environment to support innovation both among the USM institutions and across the State of Maryland;
- 2. Incubate initiatives aimed at catalyzing change;
- 3. Remove barriers that block progress; and
- 4. Lead the national conversation on academic transformation.

Dr. MJ Bishop, Director of the Kirwan Center, will share an update on the Center's progress since her last report.

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





Mission

The Kirwan Center leverages the power of multi-institutional collaboration to increase access, affordability, and achievement for Maryland students.

Informed by the diversity of our higher education institutions, findings from the learning sciences, and capabilities of emerging technologies, the Center leads statewide efforts to implement, evaluate, and scale and sustain innovations aimed at student success.

3-Part Goal

Reconceptualize the role of academic innovation from peripheral activity to mission critical for student success.

Build institutional capacity to scale and sustain academic innovation.

Develop statewide initiatives that address shared challenges and leverage "systemness" in support of student success.

Affordances







DATA-DRIVEN



LEARNER-CENTERED



Impact to date...

- 159 courses at 24 institutions
- Saving \$143 per course on average.
- Saved 65,000 students more than \$10.4M cumulatively.
- Students and faculty positive about their experiences.
- Received \$1M from Hewlett
 - Shifting the conversation from "free" to continuous improvement.
 - Supporting adoption, adaptation, creation of OER for student achievement.
 - Developing processes, models, and reward structures for sustaining over time.





Impact to date...

- More than 101,000 currently enrolled and over 483,000 cumulative course enrollments across 150 courses.
- 6 MicroMasters programs, the most offered by any edX Partner.
- Recent additions:
 - Drones and Autonomous Systems Professional Certificate (UMUC)
 - Applied Entrepreneurship Professional Certificate (UMUC)
 - Designing with Open Educational Resources MOOC (UMUC)
 - Introduction to Hospitality and Tourism Industry MOOC (UMES)
 - 2nd run of Supreme Court and American Politics (UB)
 - Overview & Management of Parkinson's Disease (SU)





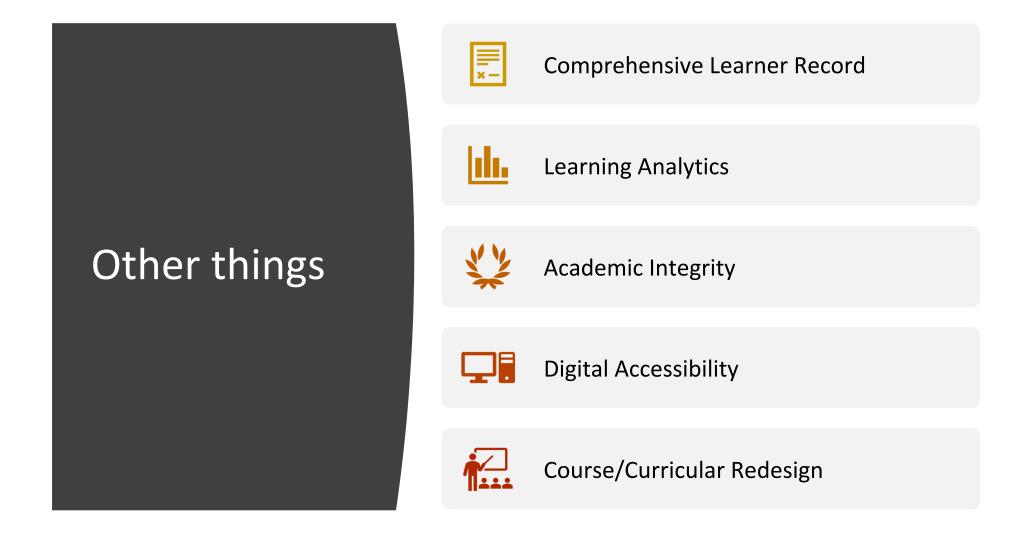


Impact to date...

- 11 institutions engaging more than 500 students.
- Connecting the dots between curricular, co-curricular, work-based, and community-based instances of skill development.
- More than just "participation badges."
- Encouraging inter-institutional collaboration (across USM institutions, and potentially between 2-year and 4-year).
- Creating a new channel for relationships with regional employers.
- "Getting the conversation about career competencies out of the Career Center and into units across campus."



FROM BALTIMORE TO RICHMOND FOSTERING UNITY ADVANCING GROWTH



Staff

MJ Bishop, Director

Nancy O'Neill, Associate Director

Paul Walsh, USMx Program Director Julie Hallick, Instructional Designer TBD, Instructional Designer

edBridge Partners, Project Management

Academic Transformation Advisory Council (ATAC)

















Live the life you want.















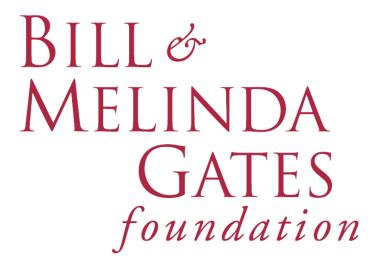












http://www.usmd.edu/cai/ mjbishop@usmd.edu



DRAFT

USM Board of Regents
Committee on Organization and Compensation
Minutes from Public Session
September 12, 2019
University of Maryland Global Campus

Minutes of the Public Session

Regent Rauch called the meeting of the Organization and Compensation Committee of the University System of Maryland Board of Regents to order in public session at 8:33 a.m. on Thursday September 12, 2019 in Rooms 2100/2101/2102, University of Maryland Global Campus, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellors Boughman and Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Proposed Merging of Policy on Affirmative Action and Equal Opportunity / Policy on Non-Discrimination on the Basis of Sexual Orientation / Policy on Acts of Violence and Extremism. Regent Rauch proposed that protection from discrimination due to political ideologies should be included somewhere in the merged policy. The Committee discussed potential changes to the proposal with USM staff. Regent Johnson moved to refer the policies to USM staff to make changes based on the Committee discussion and bring them back to the Committee for review. Regent Wood seconded the motion. Regents Rauch, Attman, Johnson, Neall, Wood, and Gooden approved the motion; Regent Gossett opposed the motion. The motion was approved.
- 2. Committee on Governance and Compensation Charter. The Committee discussed the Committee on Governance and Compensation charter, which merges governance responsibilities with the Committee on Organization and Compensation and renames the Committee. Regent Neall moved that the Committee recommend that the Board of Regents approve the charter. Regent Gooden seconded. The motion was unanimously approved.
- 3. Revisions to Board of Regents Bylaws. The Committee discussed proposed changes to the Board of Regents Bylaws to align with legislative action through Senate Bill 719/House Bill 533, as well as recommendations from the Association of Governing Boards' governance review. The Committee requested amendments to clarify several points as it moves to the full Board of Regents for consideration. Regent Gooden moved that the Committee recommend that the Board of Regents approve the revisions to the Board of Regents Bylaws, with the discussed amendments. Regent Wood seconded. The motion was unanimously approved.
- **4. Orientation and Development Program.** The Committee discussed the proposed changes to the Board Orientation and Development Program. The revamped program was developed in response to legislative actions and the AGB report.

- **5. Board Agenda Guidelines: Consideration of Matters as Individual Items.** The Committee discussed guidelines that outline criteria for items that should be handled as individual business matters in lieu of inclusion on the consent agenda. These guidelines were developed in response to the AGB report. The Committee requested that the procurement contract limit be set at \$5 million instead of \$10 million and that language be changed to say "Changes that affect the whole system", not just financial.
- **6. Guidelines for Public Comment During Board Meetings.** The Committee discussed guidelines for implementation of time for public comment at Board meetings. The guidelines were developed in response to legislative action and the AGB report.
- **7.** Chancellor and Presidents Appointment Letters. The Committee discussed the appointment letter process and standard provisions included in these letters.
- **8. Board Self-Assessment.** The Committee discussed the Board and committee self-assessment surveys. These surveys will be administerd and the results will be shared at the Board Retreat in October.
- 9. Governance and Compensation Work Plan. The Committee reviewed the work plan.
- **10. Frostburg State University Faculty Salary Equity Plan.** Leon Wyden, Vice President for Administration and Finance at Frostburg State University, presented a faculty salary equity plan to the Committee.
- 11. Convene to Closed Session. Regent Gooden moved 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; (7) to consult with counsel to obtain legal advice on a legal matter; and (9) to conduct collective bargaining negotiations or consider matters that relate to the negotiations. Regent Neall seconded. The motion was unanimously approved.

The public session meeting adjourned at 10:16 a.m.



DRAFT

USM Board of Regents
Committee on Organization and Compensation
Minutes from Closed Session
September 12, 2019
University of Maryland Global Campus

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 10:22 a.m. on Thursday September 12, 2019 in Rooms 2100/2101/2102, University of Maryland Global Campus, Adelphi, MD.

Those in attendance: Regents Rauch, Gossett, Attman, Johnson, Neall, Wood, and Gooden; Chancellor Caret; Vice Chancellors Boughman and Herbst; Ms. Wilkerson, AAG Bainbridge, AAG Langrill, Ms. Skolnik, and Ms. Beckett.

- 1. Ratification of the Towson University MOU with the Fraternal Order of Police (FOP) for Sworn Police Officers. Regent Gooden moved that the Committee recommend ratification of the MOU between TU and the FOP (§3-305(b)(9)); (§3-305(b)(1)). Regent Gossett seconded. The motion was unanimously approved.
- **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. Review of Certain Contracts and Employment Agreements.** AAG Langrill provided information and advice about a contract from BSU that is subject to review under BOR Policy VII-10.0 (§3-305(b)(1)).
- **4.** Presidents and Chancellor Compensation Aged Data. The Committee discussed presidential and chancellor compensation in comparison to the aged peer data (§3-305(b)(1)).

The closed session meeting adjourned at 10:45 a.m.



BOARD OF REGENTS COMMITTEE ON FINANCE

September 12, 2019 University of Maryland Global Campus

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 10:52 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 Attman moved and Regent Gossett seconded to convene in closed session. In response to the motion, the Committee members voted unanimously (yea=6; nay=0; abstaining=0) to convene in closed session at 10:52 a.m. for the reasons stated on the *Convening in Closed Session statement*. The session adjourned at 12:11 p.m.

The Committee reconvened in public session at 12:13 p.m. Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Mr. Neall, and Mr. Rauch. Also present were: Chancellor Caret, Ms. Herbst, Ms. Wilkerson, Dr. Boughman, Assistant Attorneys General Bainbridge and Langrill, Mr. McDonough, Mr. Colella, Ms. Aughenbaugh, Mr. Lowenthal, Ms. Schaefer, Mr. Wyden, Mr. Beck, Mr. Hickey, Mr. Page, Ms. Denson, Ms. West, Dr. Spicer, Mr. Eismeier, Mr. Lurie, Ms. McMann, and other members of the USM community and the public.

2. <u>Amendment to Fiscal Year 2020 Schedule of Tuition and Mandatory Fees to recognize Towson</u> <u>University Undergraduate Differential Pricing Tuition Rates</u>

Regent Attman introduced the item, a technical modification to the tuition schedule. He reminded everyone that in June, the Board of Regents approved Towson University's request to charge market-based, differential pricing in three areas of study. Those areas include the College of Business and Economics, the Department of Nursing, and the Department of Information and Computer Science. He stated that the reason for this item is to incorporate those rates into the previously approved Schedule of Tuition and Mandatory Fees, in an effort to be fully transparent with regard to the new pricing model set to go into effect in January. He added that at time of approval, it was noted that all existing students would be "grandfathered" and thus not subject to the differential pricing.

The Finance Committee recommended that the Board of Regents approve the amended tuition and mandatory fees schedule as presented. (Regent Attman moved recommendation, seconded by Regent Gooden; unanimously approved)

Vote Count = YEAs: 5 NAYs: 0 Abstentions: 0

3. UMBC: New Health Services and Counseling Building

Regent Attman invited Vice President Schaefer to address the group. She explained that the University's counseling and health services are currently spread throughout a number of trailers that have reached their 30-year lifespan. She emphasized that it is considered a best practice is to provide these important student services under a single roof. Regent Attman concurred and underscored that student health and safety is priority number one for the Board of Regents. Students should have access to good quality health facilities and counseling. Regent Neall, the designated regent representative for UMBC, also voiced his support of the project.

The Finance Committee recommended that the Board of Regents approve the funding of a new Health Services and Counseling Building through the use of up to \$12,000,000 of University System of Maryland revenue bonds, and \$5,000,000 of UMBC institutional funds as described in the item. (Regent Attman moved recommendation, seconded by Regent Neall; unanimously approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

4. <u>University System of Maryland: Amendment to the Forty-First Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds</u>

Regent Attman stated that the bond resolution is related to the prior action item. Vice Chancellor Herbst and her team worked with UMBC to develop the project's funding plan, which includes \$12 million in auxiliary revenue bonds. The amendment formalizes the Board's approval of the use of System revenue bond proceeds for a portion of the UMBC project. Regent Attman explained that an action and formal approval is required by the System's Indenture of Trust, an agreement with a trustee on behalf of purchasers and holders of System revenue bond debt that covers all the uses of proceeds of the debt. The System's finances appear strong, based on clear and early indications of financial results, along with the recent credit rating agency actions to affirm the USM's current Aa1 and AA+ bond ratings. Regent Attman added that the amendment would not impact the USM bond rating.

The Finance Committee recommended that the Board of Regents approve the Amendment to the Forty-First Bond Resolution. (Regent Attman moved recommendation, seconded by Regent Gossett; unanimously approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

5. <u>University of Maryland, College Park: New Cole Field House</u>

Regent Attman stated that the University is seeking approval of a \$14.3 million increase in the funding authorization for the new Cole Field House facility. Vice President Colella stated that this action would bring to conclusion the athletic component of the project. He pointed out that as is the case with all of

November 22, 2019 Board of Regents Meeting - Public Session Agenda

the USM projects, the campus is experiencing a hyper-inflated construction market. He indicated that the campus now has bids in hand.

The Finance Committee recommended that the Board of Regents approve the request for the University of Maryland, College Park to increase the funding authorization for New Cole Field House

by \$14,300,000, from \$195,700,000 to \$210,000,000. (Regent Attman moved recommendation,

seconded by Regent Gossett; unanimously approved)

Vote Count = YEAs: 6 NAYs: 0 Abstentions: 0

6. <u>Committee Charge</u>

Regent Attman summarized the item. The Board's Organization and Compensation Committee has asked that each Board committee review and update its charge as appropriate. He noted that this is a good opportunity to reflect on what the committee is doing and should be doing. Regent Gooden recommended that as a result of the new legislation, the charge be updated to specify that at least one member have financial expertise and experience. Regent Attman and others agreed. He then offered a suggestion with regard to the number of committee meetings. He proposed that instead of stating that the committee meets six times per year, the language should be revised to indicate "as needed." Following a suggestion to set a minimum number of meetings, the members agreed that the committee

should meet no fewer than four times per year.

The Finance Committee recommended that the Board of Regents approve the proposed committee charge with the amended language as noted in the document. (Regent Attman moved

recommendation, seconded by Regent Gossett; unanimously approved)

Vote Count = YEAs: 6 NAYs: 0

Abstentions: 0

7. <u>Board Statement of Values and Expectations on Collaboration and Cooperative Efforts in</u>
Acquiring and Implementing New Information Technology and Upgrading Business Processes

The status update was accepted for information purposes.

The meeting was adjourned at 12:30 p.m.

Respectfully submitted,

Gary L. Attman

Chair, Committee on Finance

3



BOARD OF REGENTS COMMITTEE ON FINANCE

September 12, 2019 University of Maryland Global Campus

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 10:52 a.m. in rooms 2100/2101/2102 of the College Park Marriott Hotel & Conference Center.

Regents participating in the session included: Mr. Attman, Ms. Gooden, Mr. Gossett, Mr. Holzapfel, Mr. Neall, and Mr. Rauch. Also taking part in the meeting were the following: Chancellor Caret, Ms. Herbst, Dr. Boughman, Mr. McDonough, Assistant Attorneys General Bainbridge and Langrill, Ms. Wilkerson, Mr. Beck, Mr. Hickey, Mr. Page, Ms. Denson, Ms. West, and Ms. McMann. Mr. Gallo, Dr. Loh, Dr. Jarrell, Dr. Rankin, and Mr. Colella were present for a portion of the session.

- 1. The committee discussed the investment of the Common Trust Fund (§3-305(b)(5)). This item was presented for information purposes; there were no votes on this item.
- 2. The committee discussed the proposed FY 2021 Capital Budget submission and potential adjustments to the submission (§3-305(b)(13)).

 This item was presented for information purposes; there were no votes on this item.
- 3. The committee discussed the proposed FY 2021 Operating Budget submission and potential adjustments to the submission (§3-305(b)(13)).

 This item was presented for information purposes; there were no votes on this item.

The session was adjourned at 12:11 p.m.

Respectfully submitted,

Gary L. Attman Chair, Committee on Finance



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland Center for Environmental Science 2018 Facilities Master Plan

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019 (presentation and information)

SUMMARY: The University of Maryland Center for Environmental Science requests Board of Regents' approval of its 2018 Facilities Master Plan.

Through its four laboratories and two programs across Maryland, the University of Maryland Center for Environmental Science (UMCES) is a research, education, and service institution of the University System of Maryland (USM) and a world leader in the science of coastal environments and their watersheds. UMCES faculty advances knowledge through scientific discovery, integration, application, and teaching that results in a comprehensive understanding of our environment and natural resources, helping to guide Maryland and the world toward a more sustainable future. Through its role as the responsible institution for administration of the Maryland Sea Grant College and numerous collaborative programs with other institutions, UMCES leads, coordinates, and catalyzes environmental research and graduate education within the USM. The Integration and Application Network inspires, manages, produces, and communicates timely syntheses and assessments on key environmental issues with a special emphasis on Chesapeake Bay.

Established over 90 years ago, UMCES received accreditation from the Middle States Commission on Higher Education in 2016. UMCES faculty members advise, teach, and serve as mentors to many graduate students enrolled in USM institutions, particularly through the System-wide graduate programs in Marine Estuarine Environmental Sciences (MEES), in which UMCES has a leading role. UMCES also delivers its services through environmental science education programs for K-12 students and teachers, pertinent and timely information to the general public and decision-makers, as well as technology transfer to industries.

By managing institutional funds in the most efficient and effective manner, UMCES was able to complete a number of key projects in the first 5 years of the 10-Year Facilities Master Plan (FMP) with great success. These projects include the Truitt Replacement Laboratory, an award winning LEED building; a 10-acre Solar Field and Solar Carport installation at UMES' Horn Point Laboratory in Cambridge, MD; the R.V. Rachel Carson Bulkhead Rehabilitation; and the Morris Marine Laboratory Phased Renovation project also located in Cambridge. This contribution of continuously and tirelessly supporting research activities at all laboratory campuses is one of UMCES' distinctive hallmarks. Building from the framework developed in the 2012 UMCES 10-Year Facilities Master Plan, the 2018 5-Year Update provides up-to-date, relevant project priorities by each UMCES-managed laboratory campus. The recommended three priority projects for each laboratory represent the target development projects most critical to each of UMCES' major campus locations.

The 2018 Facilities Master Plan Update sets a long-term vision and framework formulated from inputs from all in the UMCES community. The Master Plan continues to focus on aiding the UMCES mission-critical research space needs in a multi-faceted approach of renovation, rehabilitation, renewal, and addition. The Plan is aligned with the UMCES Strategic Plan and is developed in support and advancement of the University's mission.

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Dr. Peter Goodwin, UMCES President, is committed to maintaining and developing facilities for convergent research specifically focused on the Chesapeake Bay and its watershed that can assist teams of researchers in analyses, synthesis, and data interpretation into relevant, actionable, and digestible information for decision making. The FMP emphasizes preserving and enhancing historic buildings and infrastructure, developing added environmental research opportunities, and building environmentally friendly facilities that meet programmatic needs. Energy efficiency on campus will continue to be improved with upgrades, renovation, and construction of facilities that will incorporate LEED standards to reduce energy usage.

<u>ALTERNATIVE(S)</u>: The 2018 Facilities Master Plan presents a comprehensive, long-term vision for UMCES physical development. The plan is reflective of the university's academic and research mission, its institutional values and its impact on the landscape, the environment, and the surrounding community. There are no alternatives for implementation.

<u>FISCAL IMPACT</u>: The 2018 Facilities Master Plan will present challenges to the capital and operating budgets to fully implement. The University is committed to securing funds to implement the plan. Approval of the FMP 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.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee consider UMCES 2018 Facilities Master Plan and materials as presented today for formal action at the Committee's next meeting; subsequently recommending approval to the full Board of Regents, 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.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	





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VI. Acknowledgments

UMCES President

Environmental Intelligence

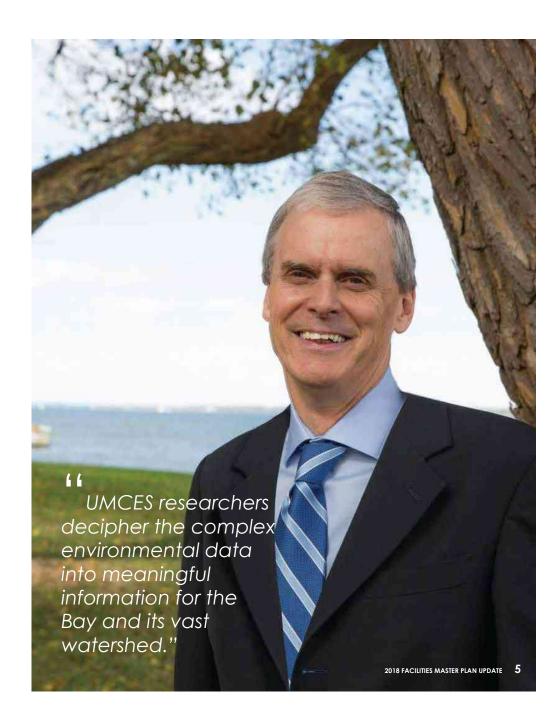
Approaches to scientific research and natural resource management are being transformed by the massive volumes of data, the sophistication of models, and the complexity of questions being asked of resource managers. As identified by the National Science Foundation, Convergence Research is a means of solving vexing research problems, in particular, complex problems focusing on societal needs. It entails integrating knowledge, methods, and expertise from different disciplines and forming novel frameworks to catalyze scientific discovery and innovation.

This scientific discovery is being accelerated by collaboration across multiple disciplines through the principles of Team Science. Effective implementation of Convergence Research requires a totally new approach to the design of the physical space required and is not easily accomplished by retrofitting existing facilities. These innovation spaces have been pioneered in areas such as Silicon Valley and the Wisconsin Institutes for Discovery.

The environmental challenges Maryland faces today are very different than those in the past. We are living in the Information Age of existing and emerging data sources. In order to successfully decipher the massive and complex environmental data into meaningful information, the process requires a facility for Convergence Research specifically focused on the Chesapeake Bay and its watershed that can assist interdisciplinary teams of researchers in analyses, synthesis, and data interpretation into relevant, actionable, and digestible information for decision making of the Chesapeake Bay and its vast watershed.

Peter Goodwin President, University of Maryland Center for Environmental Science







Strategic Plan: Leading the development of

Environmental Intelligence

GOAL 1 Advance scientific innovation

UMCES is committed to utilizing environmental intelligence to understand coupled human-natural systems to forecast how they may change and to compare policy alternatives focused on the promotion of healthy, sustainable, and productive ecosystems that provide desired services while avoiding continued degradation. Throughout its rich history, UMCES has investigated how nutrients affect the Bay's water auality, what may be required to reverse the decline, how critical natural resources can be restored (ovsters, blue crabs, striped bass, brook trout, American chestnut trees, clean air, clean water, carbon storage, food, and fiber), and what recreational opportunities a healthy ecosystem can provide. Now, however, we need to rise to the challenges of an increasingly complex world by developing and using sophisticated scientific tools for integration across diverse academic disciplines in order to develop a more holistic and synthetic understanding of socio-environmental systems that will serve the state, the nation, and the world.

Environmental Intelligence (EI) may be defined as the system through which information about a particular region or process is collected for the benefit of decision-makers through the use of more than one interrelated source. UMCES is committed to working with others to develop EI that is relevant, timely, and based on rigorous scientific principles.

GOAL 2

Promote the transfer, engagement, and communication of scientific information

Through various programs, UMCES strives to empower faculty, staff, and students to effectively communicate and engage with multiple targeted audiences. With more effective communication skills, UMCES will build understanding of science and relevant issues, improve social and natural environments, and expand partnerships at the regional, national and global scale.







UMCES continuously transforms lives through innovative educational experiences, as we grow our student body and expand our educational



GOAL 3

Transform lives through innovative educational experiences

UMCES will build upon and expand our current educational offerings by enhancing professional training for our current students, adding programming for environmental professionals, collaborating with nearby comprehensive institutions, and developing innovative programs to enhance diversity. We seek to grow our student body, expand our educational reach, and offer greater service to the citizens of Maryland and beyond. We plan to achieve these goals by changing the ways in which we teach and by teaching more students, without significantly increasing faculty teaching loads. Ultimately, we seek to transform lives through Innovative educational experiences in the environmental sciences, while maintaining our current levels of excellence in research and application.



GOAL 4

Entrepreneurship in the environmental space

Innovation is the art of utilizing knowledge and discovery to increase societal efficiency, productivity, and well-being. Entrepreneurship is exploring new avenues of economic opportunity for the benefit of communities and society as a whole. UMCES scientists have a long track record of developing new environmental and sustainability innovations, being entrepreneurial in seeking sources of funding to support their research, and collaborating with industry and private sector partners to promote positive societal impact. UMCES also fosters entrepreneurship in faculty and students to advance human well-being and stewardship of a sustainable and desirable environment and, specifically, to contribute to Maryland's economy by starting their own companies.

Cultivate a diverse, inclusive, and equitable scientific

UMCES strives to enhance our creativity and innovation through an inclusive and diverse community of students, staff, and faculty which also contributes to the development of diversity in the workforce of environmental professionals.



Process

The three laboratory campuses managed by UMCES—Appalachian Laboratory, Chesapeake Biological Laboratory and Horn Point Laboratory—pose unique geographical challenges when it comes to physical space master planning. In order to ensure a broad, open, and inclusive process, the master plan steering committee along with the consultant team engaged in multiple listening and working sessions at all three laboratories, coupled with conducting quantitative and qualitative space analyses.

Inclusive and Open Dialogue; Quantitative Analysis; Qualitative Analysis; Scenario Planning

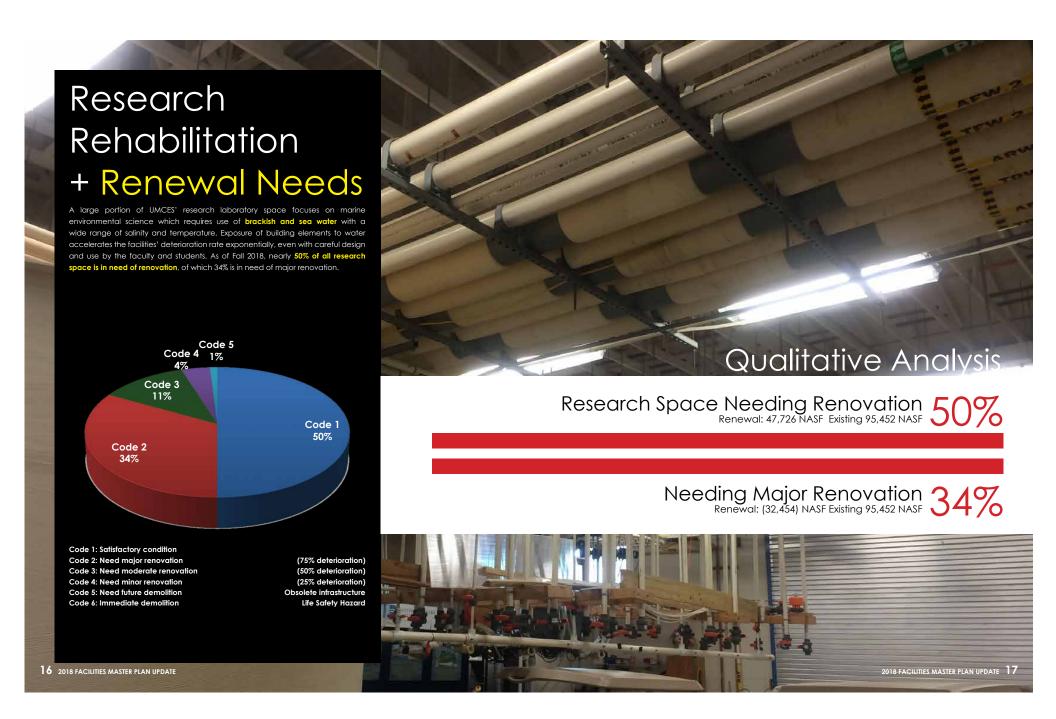


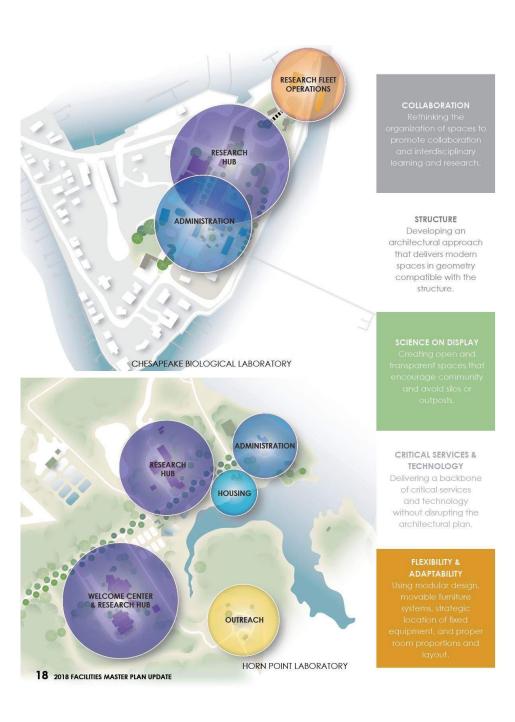
Inclusive & Open Dialogue

UMCES promotes inclusive and open dialogue by engaging with the laboratory community, looking to see how the laboratory functions today, and listening to challenges the community currently faces.









TECHNOLOG

Laboratory sizes and utilization vary and need fully integrated technology to enable multi-media and team activities.

SUSTAINABILITY

Considering environmental factors, including climate change, when selecting systems and equipment

XISTING EQUIPMENT

Assuring all needed ervices are provided to the laboratories.

FINAL GOALS

Finding an approach that is both elegant and efficient, exciting and economical.

QUALITY CONTROL

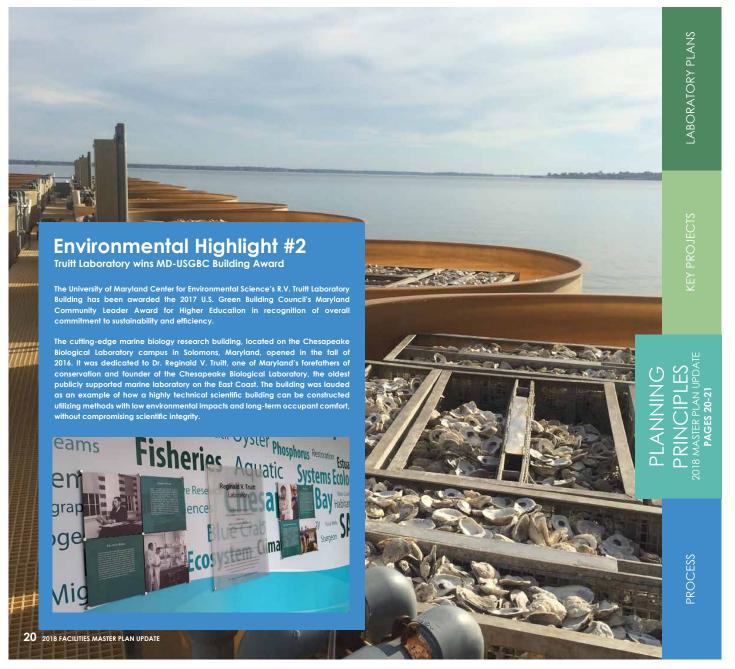
Enabling the best outcome for the scientists using the laboratories.



Scenario Planning

Perhaps the most critical issues for successful laboratory design are flexibility, collaboration, and promoting a Team Science environment. Creating science communities with transparency and strong connections between laboratories are high priorities, and technology changes what is expected of every room. There are several critical problems to solve including: collaboration, structure, science on display, critical services & technology, flexibility & adaptability, technology, sustainability, existing equipment inventory, final goals, and quality control.

The most important issues for renovating existing laboratories is recognizing that a successful renovation should not compromise on achieving any of the emerging imperatives of modern laboratory and science teaching spaces, such as flexibility, collaboration, and promoting a learner-centric environment.



Planning Principles

Consistent with the UMCES Strategic Plan and after listening sessions at each of the three UMCES-managed laboratories, the master plan steering committee along with the consultant team led by Marshall Craft Associates (MCA) developed five key planning principles for the 2018 Facilities Master Plan updated as the framework to the plan.

Research Infrastructure Renewal; Maximizing Flexible Space Management; Collaboration/Engagement/
Connectivity; Energy Efficiency/Sustainability;
Resiliency/Adaptation/Hazard Mitigation; Following A
Better Maryland Principles

Planning Principles

PRINCIPLE 1

Research Infrastructure Renewal

The mission-critical infrastructure at all laboratory campus locations is in need of major rehabilitation and renewal. Facilities Management (FM) staff at all locations have made significant impact on prolonging many major equipment beyond its life expectancy by executing and focusing on preventative maintenance. As existing buildings and infrastructures deteriorate at all UMCES laboratory locations, UMCES-FM will continue to allocate appropriate resources to protect and best manage our facilities.

PRINCIPLE 2

Flexible Laboratory Space Management

We have been exploring and implementing Flexible Laboratory Space Management practices at all UMCES-managed laboratory campuses, when applicable, to increase efficiency and effectiveness of research activities as well as operations management. Research Laboratories vary drastically from one to another in terms of space requirements, conditions, and environmental control needs. Achieving complete flexibility in research space is difficult, but UMCES has been successful in maximizing flexibility by clustering laboratories according to their science discipline in order to maximize fluid use of space as research needs ebb and flow.

PRINCIPLE 3 Collaboration & Engagement

UMCES faculty, students, and staff excel in collaboration and engagement. Scientific discovery is being accelerated by collaboration across multiple disciplines through the principles of team science. As the environmental challenges Maryland faces today are very different than those in the past, so must be our approaches on physical space utilization.

UMCES will explore new ways to retrofit the existing space to promote the changing pedagogy to a collaboration-centered research and learning environment. UMCES will only explore, as the last resort, adding new space when renovation and rehabilitation does not satisfy the program space demands.





It is critical that we remain vigilant—maintaining sustainable relationships among people, natural resources, and the environment.

PRINCIPLE 4 Energy Efficiency & Sustainability

Today, UMCES' research is needed more than ever when we look at the challenge of environmental sustainability. As our state, region, nation, and world develop, it is critical that we remain vigilant—maintaining sustainable relationships among people, natural resources, and the environment. It is equally critical that UMCES as an institution lead by example on energy efficiency and sustainability in our practices. In recent years, UMCES has made significant efforts on reducing institutional greenhouse gar emissions by completing a 2MW solar project along with continued infrastructural upgrades with more energy efficient fixtures and equipment.

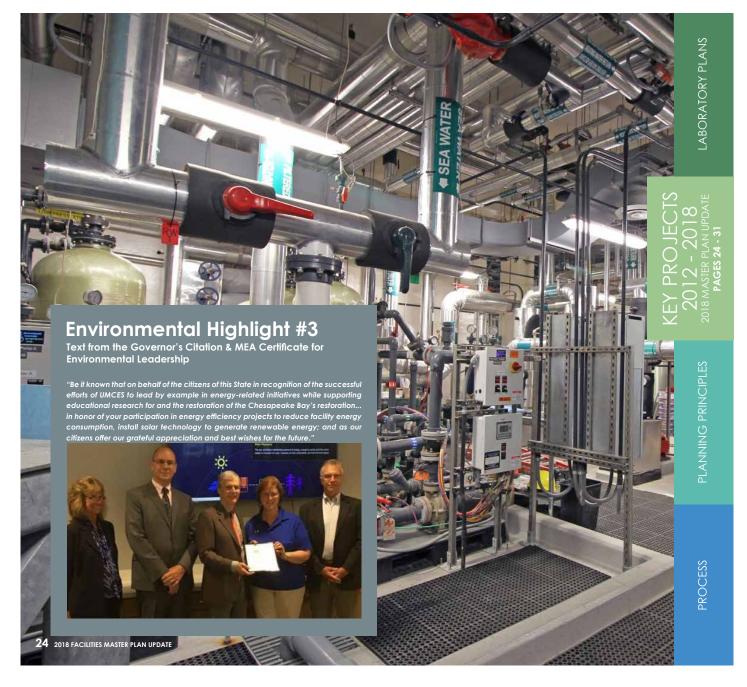
PRINCIPLE 5 Resiliency & Hazard Mitigation

Due to the geographical locations of the UMCES research laboratory campuses on the Chesapeake Bay and in the mountains of Western Maryland, UMCES faces many seasonal natural climate hazards in various different forms. As UMCES continues to upgrade the facilities and infrastructure into energy-efficient and sustainable systems, we must develop with resiliency and hazard mitigation in mind. The Research Fleet Operation's concrete bulkhead rehabilitation project demonstrates UMCES' commitment to developing with resiliency and hazard mitigation principles

PRINCIPLE 6 A Better Maryland Principles

UMCES' Facilities Master Plan Update follows A *Better Maryland* planning guide to promote the general welfare and prosperity of the people of the State through the following goals:

- · Enrich the lives of Marylanders
- Use smart growth principles
- Grow responsively
- Protect Maryland's resources



Key Projects 2012-2018

By managing institutional funds in the most efficient and effective manner, UMCES was able to complete a number of key projects in the first 5 years of the 10–year facilities master plan (FMP) with great success. This contribution of continuously and tirelessly supporting research activities at all laboratory campuses is one of UMCES' distinctive hallmarks.

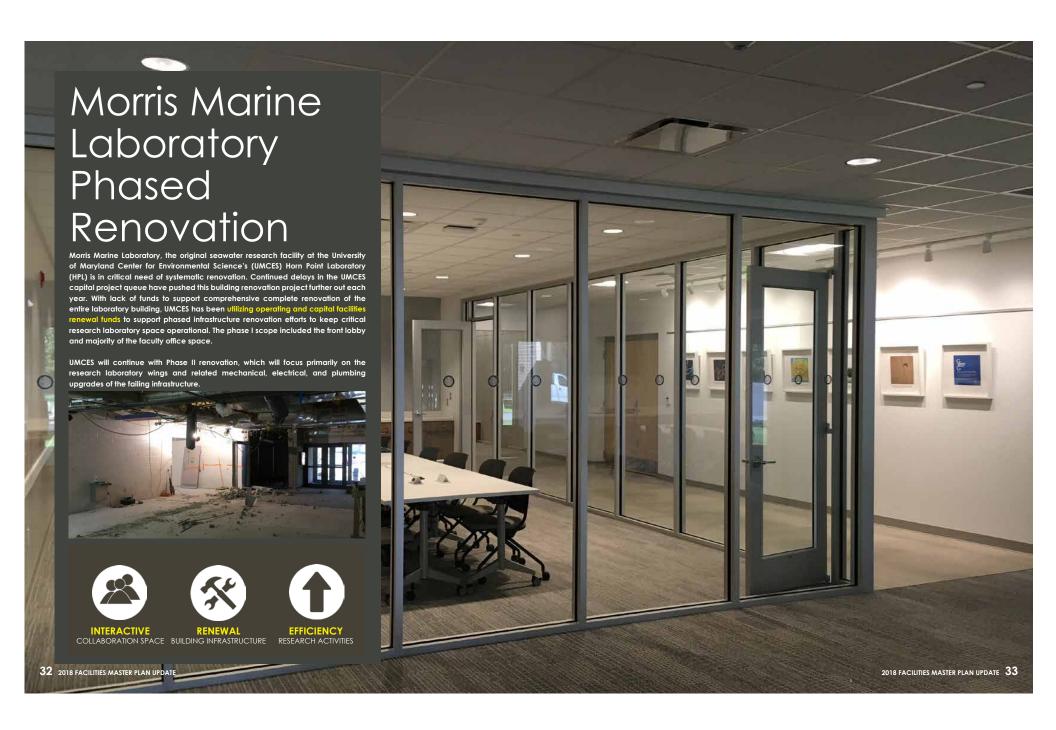
Truitt Replacement Laboratory; 2MW Solar Field and Solar Carport; R.V. Rachel Carson Bulkhead Rehabilitation; Morris Marine Laboratory Phased Renovation

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Laboratory Plans

Building from the framework developed in the 2012 UMCES 10–Year Facilities Master Plan, the 2018 5–Year Update provides up-to-date, relevant project priorities by each UMCES-managed laboratory campus. The recommended three priority projects for each laboratory represents the target development projects most critical to each campus.

Appalachian Laboratory; Chesapeake Biological Laboratory; Horn Point Laboratory; Annapolis Center

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Master Plan Update 2018

Appalachian Laboratory

A1:

Interior Renovation/ Space Reallocation

The interior renovation establishes a Molecular/ Genomics Suite with a shared centralized core laboratory, subdivides Soil & Plant Laboratory to enhance process flow, consolidates mass spec and CASIF equipment, and expands computational laboratory services on each laboratory floor.

Capturing adjacent underutilized laboratory space increases research-support office space and re-purposes the existing Teaching Laboratory into flexible space that can either be subdivided into individual conference and IVN rooms or remain as one space to support large assemblies. Renovations also include upgrades to the AV equipment in the existing library to provide IVN.

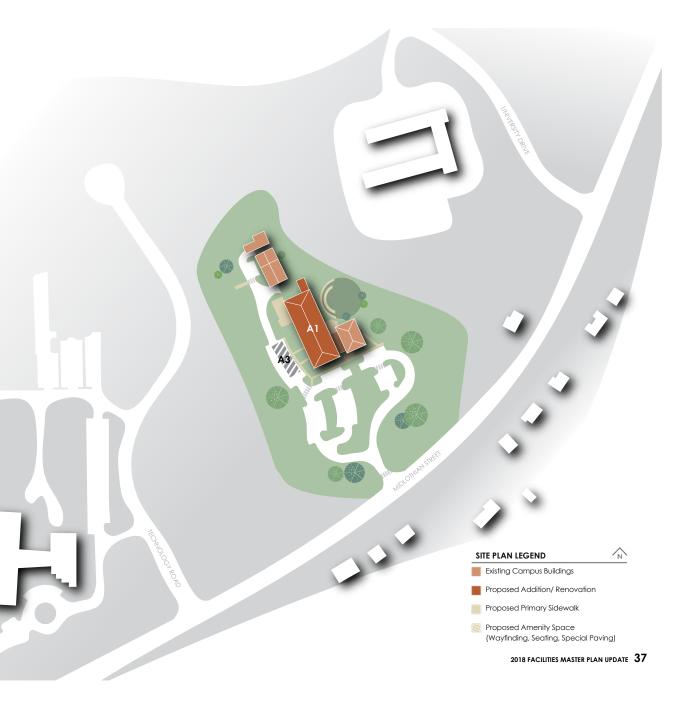
A2:

Field Research Station

Currently a watershed research station is not present in western Maryland. The Field Research Station will include the construction of a 5,500 GSF Watershed Research Station on State forest land to support intensive experimental research on the effects of land disturbances, land use conversions, and climate change on terrestrial and freshwater ecosystems. The building could be a pre-fabricated self-contained structure having expansion capabilities with a goal to provide a carbon and energy neutral facility. The facility would house a laboratory, monitoring equipment, equipment storage, classrooms, field prep and staging, meeting space, kitchen, and locker room.

A3:

Solar Parking Canopy & EV Charging Stations



MASTER PLAN UPDATE 2018

Chesapeake Biological Laboratory

C1:

Chesapeake Analytics Collaborative Building (CACB)

The Chesapeake Analytics Collaborative Building (CACB) will empower the discovery, interpretation, and communication of meaningful patterns in data and information to support the restoration of the Chesapeake Bay and similar ecosystems around the world. Research performed at the CACB will help guide policy development and identify best uses of over \$60 million per year in State, Federal, and UMCES restoration program investments that will directly benefit Chesapeake Bay restoration efforts.

One-hundred and fifty USM Marine Estuarine Environmental Science (MEES) graduate students and 200 faculty members who are focused on studying the Chesapeake Bay will have an interdisciplinary, technology-enabled data synthesis center that is directly related to their research and the education and training of our next-generation environmental scientists. Our institution has accomplished many milestones in recent years. Given the potential major impact on our society of climate change and sealevel rise, the study of these large-scale environmental shifts has never been more vital to accomplishing the mission of our institution.

C2:

Bernie Fowler Laboratory - Infrastructure Upgrade

Proposed infrastructure upgrades to the Bernie Fowler Laboratory involve a 13,000 nsf renovation project to update various building systems and to integrate flexible laboratory design for interdisciplinary clusters to share equipment in accordance with Good Laboratory Practices.

Subdividing the building into two-story quadrants allows for distinct phases of renovation—phased renovation will allow for existing laboratories to remain active while other portions of the building are under construction. Displaced laboratories will be housed in temporary laboratory trailers (approximately 5,000 gsf) during their respective renovations.

C3:

Cory Hall Renovation

The Cory Hall Renovation project (3,200 nsf) is an upgrade to building systems and infrastructure that will support research laboratory space for water quality and nutrient analysis, in addition to related research training rooms.



Master Plan Update 2018

Horn Point Laboratory

H1:

Morris Marine Laboratory - Phased Renovation

The building renovation will be completed by incorporating up to eight bio/chem laboratories and shared laboratory support rooms.

H2:

Coastal Science Replacement Laboratory

A point of emphasis for the building will be as a welcome center, central meeting place, and collaboration hub on campus supporting teaching programs, certificate programs, seminars, distance learning, and conferences. To accommodate this frontion, the main entrance would be reconfigured to include a 4,000 nsf addition with main lobby/ exhibition space, a 200-seat tiered auditorium, collaboration area, and a library/ media center.

A full renovation of CSL's remaining 19,822 nst includes complete infrastructure upgrades and building envelope improvements that will support a teaching laboratory, biology/chemistry laboratories, computational laboratories, shared support laboratories, storage, offices, and conference rooms.

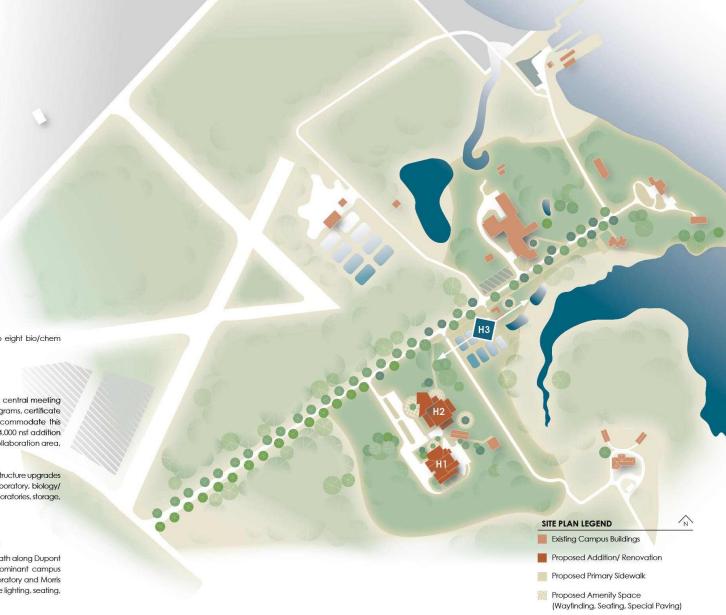
H3:

Campus Connectivity and Infrastructure Upgrade

Incorporating a paved landscaped pedestrian walkway and bike path along Dupont Drive enhances inter-campus connectivity, connecting two predominant campus hubs: dormitories and AREL to the north and Coastal Sciences Laboratory and Morris Marine Laboratory to the south. Features of the pathways include site lighting, seating, signage, and information stations.

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2018 FACILITIES MASTER PLAN UPDATE





Acknowledgments

Leadership

Peter Goodwin
William Dennison
Larry Sanford
Margel Highet
Interim Vice President for Science Applications
Interim Vice President for Education
Margel Highet
Interim Vice President of Institutional Advancement
Vice President for Administration
Dave Nemazie

President for Satoff
Interim Vice President for Administration
Chief of Staff

Laboratory Directors

Eric Davidson Director, Appalachian Laboratory
Russell Hill Director, Institute of Marine and Environmental
Technology
Thomas Miller Director, Chesapeake Biological Laboratory
Fredericka Moser Director, Maryland Sea Grant College
Mike Roman Director, Horn Point Laboratory

Focus Groups

Hom Point Laboratory Community
Chesapeake Biological Laboratory Community
Appalachian Laboratory Community
Faculty Senate
Administrative Council
Graduate Student Council
Staff Council
Facilities Advisory Committee

Facilities Master Plan Steering Committee

Ray Cho Director of Facilities Administration Stacy Hutchinson Associate Director of Administration (CBL) Facilities Manager (CBL) Brian Duke Assistant Director (AL) Heather Johnson Barbara Jenkins Senior Research Administrator (AL) John Piasecki Facilities Manager (AL) Katie Kline Laboratory Manager (AL) Assistant Director (HPL) Curtis Henry Kurt Florez Chief Information Officer (HPL) Jeff Miley Assistant Director for Facilities (HPL)

Consultants

Marshall Craft Associates, Inc.

John Morrel Principal in Charge
J. Thomas Hyde Project Manager
Alyssa Brown Architectural Designer

Page / SST Planners

Chris Cowansage Principal and Laboratory Planner Malena Aquino Principal and Laboratory Planner

2018 FACILITIES MASTER PLAN UPDATE 43

M C A | ARCHITECTURE

2031 Clipper Park Road Suite 105 Baltimore, Maryland 21211 410.532.3131 www.mca.design



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Salisbury University: Real Property Acquisition

COMMITTEE: Finance

DATE OF MEETING: November 19, 2019

SUMMARY: Salisbury University (the "University") requests approval from the Board of Regents to acquire a fee simple interest in three parcels totaling 8.6 acres from the Salisbury University Foundation (the "Seller"). The parcels are located at 1501 Court Plaza Lane, 1510 S. Salisbury Boulevard, and 307 Kay Avenue (together, the "Property") – all in Salisbury, Maryland.

- Parcel 147 (1501 Court Plaza Lane) currently has three mix-use commercial buildings located on the property. Two of the buildings are vacant, and one has two tenants who will vacate by December 31, 2019.
- Parcel 592 (1510 S. Salisbury Boulevard) is a gravel lot currently used for overflow parking.
- Parcel 148 (307 Kay Avenue) has a vacant home located on the property.

All existing structures will be demolished and removed after purchase, prior to subsequent development. As shown on the attached site map, the property is strategically located immediately south of the campus.

The University intends to develop the parcel into critically needed student housing (750 beds) as a result of three student residence facilities that have reached the end of their useful life (606 beds). As has been the practice in the past, the Foundation has assisted the University in acquiring properties of strategic importance.

SELLER: Salisbury University Foundation, Inc.

APPRAISALS: W.R. McCain & Associates, \$6,020,000 (9/17/19)

Trice Group, LLC, \$6,300,000 (8/29/19)

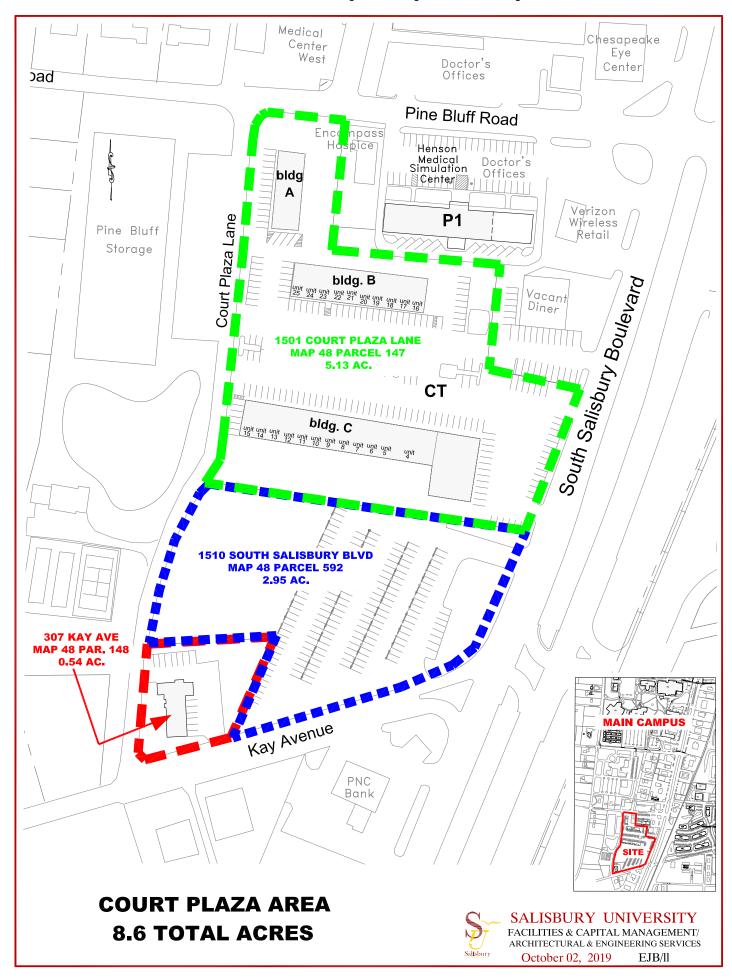
<u>ALTERNATIVES</u>: The alternative is to explore other options to develop new student housing either on the campus or by acquiring other real property.

FISCAL IMPACT: The purchase price for the Property is \$6 million. The source of funds for this acquisition is System auxiliary revenue bonds.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents approve the acquisition of the properties using System auxiliary revenue bonds as described above, consistent with the University System of Maryland Procedures for the Acquisition and Disposition of Real Property.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Salisbury University: New Housing Complex

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: Salisbury University (SU) requests Board of Regents approval to build a new 285,000 GSF housing project on 8.6 acres of property to be purchased from the Salisbury University Foundation ("Foundation").

The construction of new, critically needed housing (750 beds) is part of the approved University Facilities Master Plan, as a means to replace three existing housing structures (606 beds) that have reached the end of their useful life.

The Foundation had previously acquired this strategic property on behalf of the University, and began the process of potential development of housing. The Foundation engaged a consultant, Margraves Strategies, in December of 2017. Margraves developed an RFP on behalf of the Foundation and directly solicited developers. The RFP issued by the Foundation envisioned a broader mixed use development to include a hotel and other amenities, in addition to student housing. Members of the Foundation Board and staff from the University participated on the Evaluation Committee. The group reviewed and evaluated proposals from three development teams. Following its review, the Evaluation Committee selected the team of Greystar-EDR Development as the developer; Harkins Construction Company as general contractor; and Design Collective, Inc. as the architect. The Foundation signed a Pre-Development Contract with Greystar that obligates the Foundation to pay for costs incurred to date, estimated to be \$1.6 million.

The project as conceived, however, has not proven affordable in terms of providing student housing at reasonable rates, given the financing available to the developer. Thus the University is seeking to acquire the real property from the Foundation and develop the student housing portion of the project only, through Auxiliary Bond Funds. The project is expected to cost \$86.5 million, including \$500,000 of site prep work, and would be financed through USM 20-year auxiliary revenue bonds. The University would assume management of the housing facility upon substantial completion of the project, potentially slated for Fall 2022.

Similar to current new housing projects at the University of Maryland, College Park and Frostburg State University, the housing would be delivered via design-build contracts managed by the College Park Capital Projects Service Center, possibly based on architectural bridge documents provided by the current architect (DCI). The design-build contractor would be selected via a competitive, advertised process in full compliance with USM procurement procedures.

<u>ALTERNATIVE(S)</u>: The University could defer development of new housing and continue to dedicate valuable resources toward the continuous renovation and repair of current housing. However, this opportunity to develop a strategically located parcel of land directly adjacent to the campus provides a key advantage for the institution.

<u>FISCAL IMPACT</u>: The total estimated cost is \$86,500,000 (Planning, Construction, and Equipment). The source of FY 2020 through FY 2022 funding includes \$86,500,000 from auxiliary revenue bonds. A separate item will formalize the authority to use revenue bonds, via an amendment to the bond resolution, required under the Indenture of Trust associated with issuing System revenue bonds.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents approve funding a new Housing Complex through the use of up to \$86,500,000 of University System of Maryland revenue bonds, as described above.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University System of Maryland: Second Amendment to the Forty-First Bond Resolution—Auxiliary Facility and Tuition Revenue Bonds

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The Board of Regents has previously adopted forty-one bond resolutions, with amendments, authorizing the issuance of University System of Maryland Auxiliary Facility and Tuition Revenue Bonds. The proposed second amendment to the Forty-First Resolution authorizes the issuance of Revenue Bonds to finance an additional \$92.5 million, made up of \$6.0 million for the acquisition of the Court Plaza property from the Salisbury University Foundation and any demolition or site preparation costs, and \$86.5 million to construct the student housing project, bringing the total Resolution to \$226,631,000 of academic and auxiliary facilities projects.

The purpose of this amendment is to add the student housing project and the land acquisition on the Salisbury University campus to the Auxiliary Facilities Project list originally submitted in the Forty-First Bond Resolution.

BOND COUNSEL: Miles & Stockbridge P.C.

ALTERNATIVE(S): The project may be delayed without this authorization.

FISCAL IMPACT: Issuance of an additional \$92,500,000 of bonds would result in debt service of approximately \$7,363,000 per year for 20 years at 5.0%.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents approve the Second Amendment to the Forty-First Bond Resolution.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

SECOND AMENDMENT TO

FORTY-FIRST BOND RESOLUTION

OF THE BOARD OF REGENTS OF THE

UNIVERSITY SYSTEM OF MARYLAND

SECOND AMENDMENT TO FORTY-FIRST BOND RESOLUTION OF THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND

RECITALS

WHEREAS, pursuant to Title 19 of the Education Article of the Annotated Code of Maryland (2018 Replacement Volume and 2018 Supplement) ("Title 19"), the University of Maryland System (the "System") is authorized to issue bonds for the purpose of financing or refinancing all or any part of the costs of the acquisition, construction, reconstruction, equipment, maintenance, repair, renovation and operation of one or more "projects", as such term is defined in Title 19, of the System;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted on May 3, 1989, the System approved the Indenture (as hereinafter defined) providing for the issuance of one or more series of bonds from time to time for the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, and pursuant to a Resolution of the System adopted June 14, 1995, the System approved the Supplemental Indenture (as hereinafter defined) supplementing and amending the Original Indenture in furtherance of the purposes described in Title 19;

WHEREAS, pursuant to the authority provided in Title 19, the Indenture and the Forty-First Bond Resolution of the Board of Regents of the University System of Maryland adopted on June 21, 2019 as amended by an Amendment to Forty-First Bond Resolution adopted on September 20, 2019 (together, the "Forty-First Bond Resolution"), the System authorized the issuance and sale of up to \$134,131,000 aggregate principal amount of its University System of Maryland Auxiliary Facility and Tuition Revenue Bonds on one or more Issuance Dates (as defined in the Forty-First Bond Resolution) in one or more series from time to time, subject to the terms and conditions of the Forty-First Bond Resolution and the Indenture and secured by and payable from the Trust Estate pledged under the Indenture;

WHEREAS, as permitted by Section 5.04 of the Forty-First Bond Resolution, the System has determined to amend the Forty-First Bond Resolution to add an additional Auxiliary Facility Project as a Project for which the Forty-First Bond Resolutions Bonds may be used and to increase the principal amount of Forty-First Resolution Bonds authorized thereby;

WHEREAS, the System desires that this Forty-First Bond Resolution serve and constitute as a declaration of official intent within the meaning of, and for the purposes set forth in Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF MARYLAND SYSTEM THAT:

ARTICLE I

DEFINITIONS

Except as otherwise provided herein, all capitalized terms contained in the Indenture and the Forty-First Bond Resolution when used in this Amendment shall have the same meaning herein as set forth in the Indenture and the Forty-First Bond Resolution.

ARTICLE II

AMENDMENTS TO FORTY-FIRST BOND RESOLUTION

Section 2.01. <u>Increase in Principal Amount of Forty-First Resolution Bonds</u> Authorized. The Forty-First Bond Resolution is hereby amended by deleting the number '\$134,131,000" and inserting in lieu thereof '\$226,631,000" in each place in which such numbers and words appear.

Section 2.02. <u>Additional Auxiliary Facilities Project Authorized</u>. The following "auxiliary facility" project is hereby added as a "project" authorized by Section 2.04 of the Forty-First Bond Resolution and the proceeds from the issuance and sale of the Forty-First Resolution Bonds shall be used for the purposes of financing or refinancing the cost of any one or more of the following projects::

Salisbury University

New Housing Complex

As further identified and described in Agenda Items of even date herewith relating to the acquisition of land and the construction of the housing project

Section 2.03. Declaration of Official Intent.

The System reasonably expects to pay costs permitted by this amendment to the Forty-First Bond Resolution with respect to the Projects described in Section 2.04 prior to the issuance of the Forty-First Resolution Bonds and reasonably expects that certain proceeds of the Forty-First Resolution Bonds will be used to reimburse the System all or a portion of such prior expenditures paid by the System. Because the System intends that the interest on the Forty-First Resolution Bonds will be excludable from the gross income of the holder for purposes of federal income taxation, the System intends that this Amendment to Forty-First Bond Resolution shall be and constitute a declaration of official intent within the meaning of Section 1.150-2 of the Income Tax Regulations prescribed by the U.S. Treasury Department.

ARTICLE III

EFFECTIVE DATE

Section 3.01. <u>Effective Date</u>. This Amendment shall be effective on the date of its adoption by the Board of Regents

ADOPTED, this ____ day of ______, 2019.



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland Eastern Shore: Increase in Authorization for Construction of an Agricultural Research and Education Center

COMMITTEE: Finance

DATE OF MEETING: November 19, 2019

SUMMARY: The University of Maryland Eastern Shore (UMES) requests Board approval of an increase in cost for a construction project to establish an Agricultural Research and Education Center (AgREC) on its campus.

The project was originally approved by the Board of Regents in February of 2018, for a budget amount of \$9.5 million. At the current stage of preliminary design, due solely to significant market changes since the original estimate, the cost of the project is estimated at \$13.95 million. The most recent cost is based on the hard bids prepared for the UMES Pharmacy project immediately adjacent to the proposed AgREC site and escalated through a Sept 2020 bid date.

The proposed Center is planned as an agricultural research, teaching and extension facility totaling approximately 16,200 NASF and 23,100 GSF including: a small tiered auditorium, specialized research laboratories (Soil & Water Quality, Microbiology/Plant Pathology, Genomics/Molecular Biology, and Animal Science), and meeting rooms, as well as researcher, extension agent and staff offices and support spaces. The project also encompasses three (3) Research Greenhouses, including a head house, that represent 6,000 NASF and 7,500 GSF of the total project, including: walk-in growth chambers, soil handling and plant preparation areas, washing stations for large and small pots/trays, and walk-in cold rooms for storing water, soil, and plant samples and seeds.

The proposed project location for the new AgREC facility is the Hydroponic Greenhouse site, adjacent to and just east of the Food Science and Technology Center. The AgREC will replace a large commercial greenhouse that was partially destroyed by fire in 2011 and rendered unusable.

The project is expected to cost \$13.95 million dollars and the source of the funding will be as follows:

	Total:	\$13,953,541.00
•	Institutional Funds	\$ 426,324.03
•	Reimbursable Deductible for Greenhouse from State	\$2,500,000.00
•	Insurance Recovery Damage to Hydroponic Greenhouse	\$2,267,276.97
•	USDA-NIFA 1890 CBG Program (anticipated in 2019-2021)	\$1,995,597.00
•	USDA-NIFA 1890 CBG Program (in hand)	\$6,764,343.00

This new facility will greatly enhance delivery of research, extension and teaching programs in agriculture at UMES and support economic development activities on the Eastern Shore, therefore also fulfilling the purposes which were originally envisaged when the Hydroponic Greenhouse was constructed.

The Board of Regents must approve all cash/self-funded projects that exceed \$5M.

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<u>ALTERNATIVES</u>: The University could pass on this project and opportunity; however, that would suggest that no new teaching, research and extension facilities are required and that replacement of the dysfunctional Hydroponic Greenhouse is not required. That option presents no advantages and severely impedes institutional growth and mission delivery. Furthermore, it the thwarts advancement of the University's 1890 Land-Grant mission, perpetuates outdated agricultural instructional and research facilities, and inhibits progress of agricultural research programs and facilities that should be replaced so they do not continue to deteriorate.

FISCAL IMPACT: The sources of funds for this development are the United States Department of Agriculture (USDA) 1890 Facilities Grant Program made available for land-grant institution teaching, research and extension education programs; Insurance Recovery from the damage to the hydroponic greenhouse; and the reimbursible deductible from the State Treasurer. These funds are currently available to the University. There are no other anticipated capital costs associated with this development and operating costs are not expected to be significant.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend the Board approve the increased budget for the University of Maryland Eastern Shore to design and construct an Agricultural Research and Education Center in the amount shown for the purpose of agricultural research, teaching and extension including support for economic development activities on the Eastern Shore using USDA 1890 Land Grant Program.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

2016-2025 Master Plan

Sites for New Construction & Planned Renovations

Potential Sites for Academic New Construction

- NC2 New Frederick Douglass Library
- NC5 Pharmacy & Health Professions (Phases I & II)
- NC6 Agricultural Research and Education Center
- NC8 Academic Building
- NC9 Criminal Justice Center & Police Station
- NC12 Academic Building

Potential Sites for Residential New Construction

- NC3 Residential Dorm
- NC4 Residential Dorm(s)
- NC10 Hawk's Landing Expansion
- NC11 Residential Dorm

Potential Sites for Athletics New Construction

- NC12 Tawes Replacement
- NC14 Field House
- NC18 Potential Stadium Location (10,000 seat)

Potential Sites for Specialty or Support New Construction

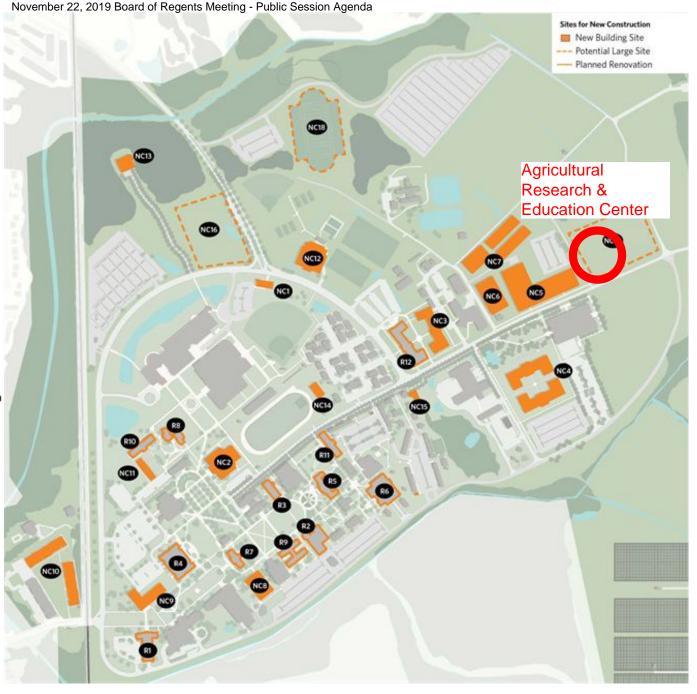
- NC1 Welcome Center
- NC7 Farm Support (replacement facilities)
- NC13 President's House (replacement)
- NC15 Expanded WESM Radio Station
- NC16 Potential Conference Center Option
- NC17 Potential Conference Center Option

Planned Sites for Renovation

- R1 Kiah Hall Renovation
- R2 Carver Hall Renovation & Addition
- R3 Wilson Hall Renovation
- R4 Performing Arts Renovation & Addition
- R5 Trigg Hall Renovation
- R6 Arts & Technologies Building Renovation
- R7 J. T. Williams Building Renovation
- R8 Nuttle Hall Renovation
- R9 Murphy Hall & Annex Renovation
- R10 Court Plaza Renovation
- R11 Plaza Residence Renovation
- R12 University Terrace Renovation









SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Increase in Authorization for New Residence Halls

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The University of Maryland, College Park (UMD) requests approval to increase the funding authorization for the New Residence Halls (900 beds) by \$18,400,000, from \$100,900,000 to \$119,300,000.

The Board of Regents originally authorized \$97,000,000 of Auxiliary Revenue Bonds for this project in June 2017 as part of the System Funded Construction Program (SFCP). Subsequently, UMD hired a design/build firm to implement the project, which includes two 450 bed buildings located proximate to each other. In March 2019, UMD requested an increase of \$3,900,000, to be cash funded in FY 2021, to align with the design/build firm's cost estimate of \$100,900,000 based on the Design Development drawings. At the time, UMD advised USM that they expect to receive bid prices in summer 2019 and will be able to further refine actual construction costs in the fall as construction proceeds, and that the overage amount will be adjusted as needed in the FY 2021 SFCP submission. The Board authorized this increase in June 2019.

UMD planned to award two bid-packages for this project, the first for site and utility work and the second for the two buildings. The first package was awarded in June 2019 within the current authorized amount and construction is underway. The price for the second package was received in September 2019, and it requires the authorization be increased by \$18,400,000. This large increase is due to the current construction market which is very busy with high costs. UMD proposes to add \$18,400,000 of cash to cover this.

Pending approval, UMD will proceed with awarding the second package. This timing will allow for occupancy of at least one building for the fall 2021 semester and the second building no later than the spring 2022 semester. UMD cannot wait to request this increase as part of the FY 2021 SFCP approval process because it would delay occupancy to the fall 2022 semester and incur even more cost.

The Board of Regents must approve all projects that are funded with debt (e.g., ARB funds) as well as self-funded projects that exceed \$5M.

ALTERNATIVE(S): UMD evaluated not proceeding with the project, proceeding with only one of the two buildings, or deferring the project to a future date. Due to the urgent need to upgrade substandard student housing and meet projected student housing demand, UMD decided not to pursue any of these alternatives. Proceeding with the full scope of this project now is essential to improving UMD's ability to recruit and retain an excellent and diverse student population. Deferring the project would incur even higher costs.

FISCAL IMPACT: Student housing revenues would provide the cash. For FY 2021, the student room rate would increase by 2% (\$155 per student) to assure an adequate cash flow of future housing revenue to repay the debt for all Residential Facilities projects in the FY 2020-2029 SFCP and fund small renewal projects not in the SFCP. Future room rate increases may be needed depending on refinement of projected costs for the future projects. The current (FY 2020) room rate is \$7,755 for traditional rooms in airconditioned residence halls.

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<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents approve this request to increase the funding authorization for the New Residence Halls by \$18,400,000, from \$100,900,000 to \$119,300,000, for the University of Maryland, College Park as described above.

COMMITTEE RECOMMENDATION:	DATE:	
BOARD ACTION:	DATE:	_
SUBMITTED BY: Ellen Herbst (301) 445-1923		_



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Increase in Authorization for North Campus Dining Hall

Replacement

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The University of Maryland, College Park (UMD) requests approval to increase the funding authorization for the North Campus Dining Hall Replacement by \$7,900,000, from \$48,850,000 to \$56,750,000.

The Board of Regents originally authorized \$36,750,000 (\$17,000,000 of Auxiliary Revenue Bonds and \$19,750,000 of institutional cash) for this project in June 2017 as part of the System Funded Construction Program (SFCP). Subsequently, UMD hired a design/build firm to implement this project in conjunction with two 450 bed residence halls to be located proximate to this dining hall. In June 2018 the Board approved a \$2,700,000 increase of institutional cash to add space for a living-learning honors program, bringing the authorization to \$39,450,000. In June 2019, the Board approved a \$9,400,000 increase of institutional cash to align with the design/build firm's cost estimate based on the Design Development drawings, bringing the authorization to \$48,850,000. At the time, UMD advised USM that they expect to receive bid prices in summer 2019 and will be able to further refine actual construction costs in the fall as construction proceeds, and that the overage amount will be adjusted as needed in the FY 2021 SFCP submission.

UMD planned to award three bid packages for this combined residence halls/dining hall project, the first for site and utility work for the residence halls and dining hall, the second for the residence hall buildings, and the third for the dining hall building. The site and utility package was awarded in June 2019 and is underway. The bid price for the residence halls is over the amount authorized, and UMD is seeking Board approval for this increase as a separate request.

UMD expects to receive the price for the dining hall building by the end of this year, and anticipates that the current construction market conditions will result in a significant cost increase for the dining hall. The design/build contractor estimates the cost of the project will be \$56,750,000, and UMD proposes to add \$7,900,000 of institutional cash to cover the shortfall. UMD plans to award construction subsequent to receiving the bid for the dining hall building to enable occupancy in spring 2022 and align with occupancy of the new residence halls. UMD cannot wait to request this increase as part of the FY 2021 SFCP approval process because it would delay occupancy to the fall 2022 semester and incur even more cost.

The Board of Regents must approve all projects that are funded with debt (e.g., ARB funds) as well as self-funded projects that exceed \$5M.

ALTERNATIVE(S): UMD evaluated not proceeding with the project or deferring the project to a future date. Due to the urgent need to replace the North Campus Dining Hall, which is outdated and significantly under capacity for the population it serves, UMD decided not to pursue either of these alternatives. Proceeding with this project now is essential to improving UMD's ability to recruit and retain an excellent and diverse student population. Deferring the project would incur even higher costs.

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<u>FISCAL IMPACT</u>: Student dining revenues would provide the cash. This is not expected to impact student meal rates.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents approve this request to increase the funding authorization for the North Campus Dining Hall Replacement by \$7,900,000, from \$48,850,000 to \$56,750,000, for the University of Maryland, College Park as described above.

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Bowie State University: Increase in Authorization for Thurgood Marshall Library HVAC

Renovation Project

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: Bowie State University requests authorization to increase by \$400,000 the total project cost from \$4,900,000 to \$5,300,000. The University will use its own funds for this increase.

The Library HVAC project was originally approved in October, 2017 by the Vice Chancellor for Administration and Finance for a total project budget of \$4.9M. The bids for the project came in higher than previously estimated and have resulted in a projected increase to the current project budget allocation. Even with accepted scope reductions and value engineering, several factors are attributable for the projected increase:

- The extent and cost of the mechanical, electrical, and piping systems needed to refurbish the HVAC system was greater than originally planned.
- The extent and necessity for employee relocation during the renovation is greater than originally planned.
- Overall construction labor and material market escalation within the past two years.

The University is therefore requesting authorization to use university funds to increase the project budget by \$400,000 in order to maintain the current scope of work and schedule. The Board of Regents must approve all cash/self-funded projects that exceed \$5M.

<u>ALTERNATIVE(S)</u>: Throughout design phase, the University has reviewed and modified project scope to reduce cost wherever possible, while still fulfilling all of the essential program requirements. The project team believes that the current design delivers the project with the best long-term and life cycle cost benefits. The design is consistent with the program goals and will provide the University with a long-term quality HVAC system for the Thurgood Marshall Library.

FISCAL IMPACT: Bowie State University will use available institutional funds for this increase.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend the Board of Regents approve the increase for the Thurgood Marshall Library project for a new total project cost of \$5,300,000 as described above.

COMMUTTEE DECOMMANDATION	DATE
COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: University of Maryland College Park Foundation, Inc.

Right of Entry for Construction of the Basketball Performance Center

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The Executive Committee of the University of Maryland College Park Foundation, Inc. (Foundation) requests Board of Regents approval to enter the University of Maryland, College Park (UMD) campus to construct a 60,000 GSF Basketball Performance Center (the Center) adjacent to the Xfinity Center.

The Center will provide a transformative experience for basketball student-athletes and enhance the ability of the Men's and Women's intercollegiate basketball teams, two of the most prominent athletic teams of UMD, to be competitive in the Big Ten Conference. It also will enhance the ability of the Department of Intercollegiate Athletics (ICA) to generate revenue.

Preliminary plans for the Center, a two-story addition to the south-end of the Xfinity Center which will serve both the Men's and Women's basketball teams, include two separate practice courts, an expanded strength and conditioning center that is specifically tailored to the needs of basketball student-athletes, offices and state-of-the-art meeting rooms for the basketball coaches, locker rooms and spacious lounges for the student-athletes, and other support facilities. Plans for the main lobby include a Hall of Fame highlighting the illustrious past of Maryland Basketball.

UMD is the only university in the Big Ten Conference without a dedicated basketball practice facility for both its men's and women's teams. This project will enhance the ability of the Men's and Women's basketball programs to recruit, fundraise and grow their fan base, so that the teams can continue their success. Adding much needed practice space will allow coaches more flexibility to schedule practice sessions earlier in the day, giving student-athletes more time for their studies and extracurricular activities. ICA utilizes portions of the Xfinity Center when it is not in use to generate revenue to support its programs. The Center will expand rental opportunities and help increase ICA revenues.

The Center will be funded privately through the Foundation. All design, construction and equipment contracts will be secured by and be the responsibility of the Foundation. The Foundation will work closely with UMD during the design, construction and equipping period. The current proposed schedule plans for a construction start in late 2020 or early 2021. A decision to proceed into the construction phase will be made contingent upon updated estimates/bid prices and updated private gift commitments. When the Center is completed, the Foundation will convey its interests in the Center to UMD.

<u>ALTERNATIVE(S)</u>: There are no viable alternatives. There is no underutilized space in the Xfinity Center that could be converted into a basketball performance center. Constructing this addition is the only viable solution to provide a transformative experience for student-athletes and enhance the ability of the Men's and Women's basketball programs to be competitive.

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FISCAL IMPACT: The fundraising target for this project is \$36 million, although the scope and budget for the Center is still being finalized and may require adjustments. As of September 2019, approximately \$19 million of private gift commitments have been secured and more are being actively pursued.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Finance Committee recommend that the Board of Regents authorize the University of Maryland, College Park to grant access to its property to the Foundation for the purpose of constructing the Basketball Performance Center as described above, to be funded with Foundation assets. Construction of the Basketball Performance Center shall not begin until \$36 million of private gift funding for this project is secured via a combination of executed gift agreements and cash (paid in full).

COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	





SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Maryland, College Park: Information Regarding Replacing Videoboards and Audio System at Maryland Stadium and the Associated Control Equipment

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The University of Maryland College Park (UMD) plans to move forward with procurement of a design/build contract to replace the obsolete and failing videoboards and audio system at Maryland Stadium and replace the associated obsolete control equipment. UMD will request Board authorization for the project early next year after receiving bid prices.

There are two existing videoboards. One videoboard and the audio system were installed in 2002 over the Gossett Football Team house and the other videoboard was installed in 2007 over the concourse. The videoboards display in standard definition resolution, which is now obsolete, and are failing due to age. Repairs are challenging due to the inability to acquire parts. The audio system is showing significant deficiencies in performance and functionality and the sound is degrading. The equipment that controls the videoboards and audio system is located in the Broadcast Control Room in the Xfinity Center and is also obsolete as it supports only standard definition resolution. The Broadcast Control Room serves as the control room for both the Xfinity Center and Maryland Stadium with infrastructure connectivity between the two.

This project will replace the videoboards, audio system and control equipment with modern equipment that supports broadcast of high-definition resolution video. The Broadcast Control Room will be relocated to an existing storage room in the Xfinity Center to permit future growth with Big Ten Network broadcasts. UMD will develop an equipment replacement plan with the design/build contractor that maximizes cost effectiveness of both the up-front replacement costs and the ongoing operational and maintenance costs. At this time, UMD projects the replacement cost to be \$15,000,000. This estimate will be refined after bid prices are received. The project will be funded entirely from the Department of Intercollegiate Athletic revenues.

With the failing equipment and scarcity to find parts there is increasing risk that the equipment will not be functional during a game, and therefore UMD plans to complete this project as soon as possible, preferably prior to the 2020 football season. UMD will work with the design/build contractor to pursue this aggressive schedule.

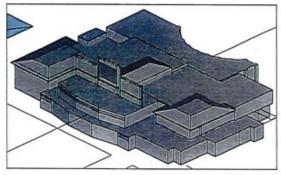
ALTERNATIVE(S): This item is presented for information purposes.

FISCAL IMPACT: This item is presented for information purposes.

CHANCELLOR'S RECOMMENDATION: This item is presented for information purposes.

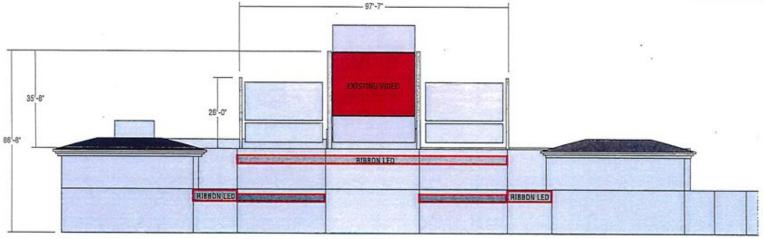
COMMITTEE RECOMMENDATION:	DATE:
BOARD ACTION:	DATE:
SUBMITTED BY: Ellen Herbst (301) 445-1923	

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EXISTING EAST END ZONE DISPLAY CONDITION

EXISTING CONDITIONS EAST AND WEST END ZONES

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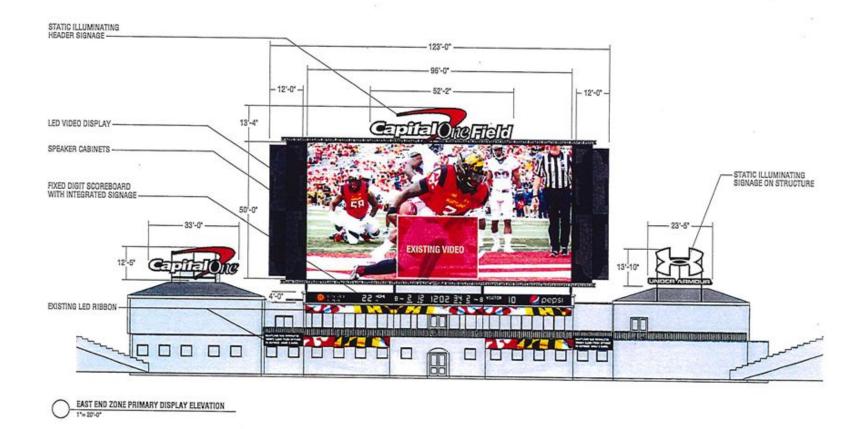
EAST END ZONE PRIMARY VIDEO DISPLAY SHOWN WITH FIXED DIGIT SCOREBOARD WITH SIGNAGE POSITIONS



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UNIVERSITY OF MARYLAND, CAPITAL ONE FIELD



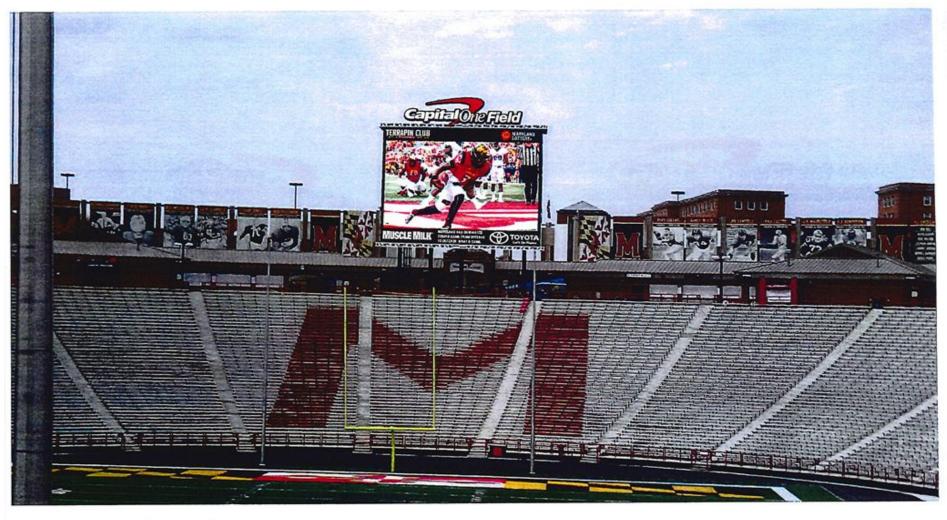
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USM BOARD OF REGENTS ADVANCEMENT COMMITTEE UMBC – The Event Center September 25, 2019

DRAFT MINUTES: Public Session

A meeting of the Board of Regents Committee on Advancement was held at the University of Maryland Baltimore County, The Event Center, on September 25, 2019 at 11:00 a.m. In attendance were Regents Barry Gossett, D'Ana Johnson, Bill Wood, and Louis Pope. From USM institutions: Jason Curtin (SU), David Balcom (UMES), Theresa Silanskis (UB), Greg Simmons (UMBC), Brent Swinton (BSU), Cathy Sweet (UMGC), Dave Nemazie (UMCES), and Ahmed El-Haggan (CSU). From the USM office: Vice Chancellor Leonard Raley, Associate Vice Chancellor Marianne Horrigan, Tom Gilbert, CFO/USMF, Sapna Varghese, Director of Advancement, Ralph Partlow, VP & Associate General Counsel for USMF, Tim McDonough, Vice Chancellor for Communications, and Gina Hossick, Executive Assistant to Leonard Raley. Via teleconference: Regents James Holzapfel, Drew Needham and Robert Wallace; John Short (FSU) and Jackie Lewis (UMCP). From the USM Office: Chancellor Robert Caret and Chief of Staff Denise Wilkerson

Chairman Gossett called the meeting to order at 11:05 a.m.

Presentation by President Freeman Hrabowski

President Hrabowski has turned UMBC into a nationally renowned research university and is succeeding at putting UMBC on the map in terms of private funding. President Hrabowski discussed how the Regents could help to build a culture of philanthropy on campuses. He provided an overview of the challenges to giving today: overall giving is up in terms of dollars, but down in terms of donors; changing tax laws no longer incentivize giving; generational shifts play a role; and Maryland is a rich state but with a history of giving to private colleges. He encouraged Regents to give to two or three campuses; use their network to help to bring important people to smaller campuses; and to share good news stories with their friends and associates.

<u>Vice President's panel on the role of boards and volunteers in fundraising</u>
A panel of vice presidents was assembled to ask them what's on their minds as they work to build alumni engagement, board involvement, and philanthropy.

Selecting the right fundraising board starts with the recruitment and the selection process, and it includes finding a variety of givers and getters. SU asks everyone to make a cash gift, include SU in estate planning, and make SU one of their top philanthropies. UB started a President's Council to help with their campaign by assisting with discovery calls for major gifts. As BSU recruits new members, they look for fundraising-based and strategic thinking that aligns with the university. Educating your board with score cards, benchmarks, student facts and figures, endowment giving, and the board mission is critical.

Campuses are looking at alumni affinity groups as an alumni engagement strategy. Alumni may be less connected to class year than with activities such as Greek life, professional interests, sports and clubs, etc. Schools are beginning to involve students early: engaged students are more likely to become engaged alumni and donors.

Vice presidents encouraged Regents to visit their campuses and learn more about the work that makes each USM institution stand out. They welcomed their involvement in boosting philanthropy.

Committee Charge

Regent Gossett presented the committee charge for discussion and review. He asked to ensure that the language regarding adequate institutional controls over affiliated foundations be reviewed by staff and strengthened if needed. He also stressed that compliance and reporting by the affiliated foundations was important and that the Committee would more closely monitor this area.

The meeting adjourned at 12:40 pm.



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC:	Committee Charge	
COMMITTEE	: Advancement Committee	
DATE OF ME	EETING: September 25, 2019	
	Regents on the Committee on Advancement will refer updates to the charge as needed.	review and discuss the committee
<u>ALTERNATI\</u>	<u>VE(S)</u> :	
FISCAL IMPA	ACT:	
CHANCELLO	DR'S RECOMMENDATION:	
COMMITTEE	ACTION:	DATE: 9.25.19
BOARD ACTI		DATE:
	BY: Leonard Raley, Vice Chancellor for Advancen	



Committee on Advancement Charge

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

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

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

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

The Committee will encourage all system institutions to establish positive and noteworthy stewardship standards, reflected in the regular communication with donors about the intent, use, and outcomes of the application of the funds received.

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

December 2018



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Year-to-date Fundraising Report

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 22, 2019

SUMMARY: The attached table shows fundraising progress (as compared to FY19 and against the FY20 goal) for September 2019.

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 DATE: 11.22.19

BOARD ACTION: DATE:

SUBMITTED BY: Leonard Raley, Vice Chancellor for Advancement, raley@usmd.edu

301-445-1941



FY20 FUNDRAISING

	FY2019	FY2020	FY2020	Percentage
Institution	Results	Results	Goal	to Goal
	30-Sep	30-Sep		FY20
Bowie State University	\$150,029	\$185,697	\$2,500,000	7.43%
Coppin State University	\$422,323	\$715,470	\$1,300,000	55.04%
Frostburg State University	\$236,562	\$599,142	\$3,400,000	17.62%
Salisbury University	\$496,577	\$7,061,749	\$10,000,000	70.62%
Towson University	\$2,632,805	\$2,374,494	\$12,000,000	19.79%
University of Baltimore	\$286,621	\$1,952,723	\$4,000,000	48.82%
University of Maryland, Baltimore	\$10,605,928	\$12,614,167	\$104,000,000	12.13%
University of Maryland Baltimore County	\$2,929,617	\$1,477,022	\$12,500,000	11.82%
University of Maryland Center for Environmental Sciences	\$110,144	\$134,993	\$1,500,000	9.00%
University of Maryland College Park	\$54,023,077	\$36,075,229	\$200,000,000	18.04%
University of Maryland Eastern Shore	\$202,576	\$719,548	\$2,500,000	28.78%
University of Maryland Global Campus	\$1,706,829	\$798,287	\$2,500,000	31.93%
University System of Maryland	\$711,401	\$197,889		
TOTAL	\$74,514,489	\$64,906,410	\$356,200,000	18.22%

11/10/2019



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed Board of Regents Policy - [VIII-20.00 POLICY ON ENTERPRISE RISK

MANAGEMENT]

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: October 30, 2019

SUMMARY:

Management best practice requires that significant risks and exposures be identified, assessed with regard to impact and likeliness of occurrence, and addressed as appropriate in terms of prevention and mitigation strategies, in the context of risk tolerance at the institution (for an institution's risk management process) and System level.

The proposed Policy on Enterprise Risk Management formalizes the expectation that each institution, regional higher education center, the System Office, develop processes to periodically identify, review and assess significant strategic, financial, operational and reputational risks. Furthermore, each entity shall adopt risk prevention and mitigation strategies, and periodically discuss those risks and the prevention or mitigation strategies with the Chancellor as a part of the annual presidential performance evaluation process.

The Chancellor shall develop a System-wide risk management process that complements and builds upon institutional risk management processes, in consultation with the Director of Internal Audit, and communicate and discuss those risks and the associated strategies with the Board of Regents at least annually.

Recognizing the effort and time required to establish a risk management process, institution presidents will not have to report institutional risks and mitigation or prevention strategies until the performance appraisal process in the Spring of 2021.

ALTERNATIVE(S): The Board could suggest alternative language.

FISCAL IMPACT: Any fiscal impact is anticipated to be minimal.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Board of Regents approve the proposed Board of Regents Policy on Enterprise Risk Management as presented.

COMMITTEE RECOMMENDATION:	Approve	DATE:
BOARD ACTION:		DATE:
SUBMITTED BY: David Mosca		

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10/21/2019 DRAFT

VIII-20.00 POLICY ON ENTERPRISE RISK MANAGEMENT

(Approved by the Board of Regents on , 2020)

I. PURPOSE

Best practices in effective governance at an institution and System-wide level, requires that management periodically assesses potential risks and exposures, evaluates the probability and the impact of each and where appropriate, adopts risk mitigation strategies. These processes should inform decisions and strategic planning, both within each institution, as well as at the System level.

This policy formalizes expectations of each University System of Maryland institution to establish an ongoing system of risk management appropriate to the institution's mission and strategic initiatives. The policy also sets periodic reporting expectations and processes for reporting key risk items.

II. ENTERPRISE RISK MANAGEMENT (ERM)

A. Institution-level ERM

Pursuant to this policy, each USM institution and regional higher education center, including the USM Office, is to adopt an enterprise risk management process. The process should be developed to assure that potentially significant and likely risk exposures have been identified and communicated to institutional leadership, and that plans to reduce the risk of occurrence, or mitigate the exposure have been developed.

Under the leadership of each institution's President, an institution-wide body, such as a campus cabinet or president's leadership team, is to identify and quantify risks, determine risk tolerances, and oversee risk mitigation strategies or measures where appropriate.

The enterprise risk management process must include an inventory, or register, of risks and exposures that are potentially significant in terms of both likelihood and impact that strategic interests and goals of the institution could be impacted. Each risk should have identified a responsible official or department which will monitor and adopt mitigation strategies as appropriate, and periodically report to the institution-wide body responsible for overseeing the risk management process. Risks are to be evaluated as to the potential impact, as well as the likelihood of occurrence.

Institutions are expected to adopt risk management practices suitable and appropriate to the institution's activities and goals. Tailoring risk management activities to the institution's focus and goals may result in similar institutions assessing the likelihood,

and the impact, of similarly described risks differently, with risk tolerance and mitigation strategies that reflect those differences. Each risk management process is to include the basic steps of:

Risk identification; Risk assessment; Risk tolerance, prevention and mitigation; and Reporting,

the specific risks, determination as to impact and likelihood, and accordingly, prevention and mitigation strategies, are likely to vary from institution to institution. It is important that each cycle of assessment and evaluation of risks, impact and likelihood, also consider the identification of new and emerging risks.

This policy is not intended to require a specific risk identification, assessment, mitigation or reporting process and acknowledges that institution's may have different approaches and processes to address enterprise risk management.

B. System-wide

The Chancellor is to develop a risk management process for the University System of Maryland appropriate for a comprehensive state-wide university system, that identifies, assesses, mitigates and communicates System-wide risks and exposures, and complements risk management practices at each institution. The risk assessment is to be done in consultation with the Director of Internal Audit, vice chancellors, and institution presidents, and should represent a set of identified System-wide risks and exposures appropriate to System-wide planning and action.

A review and discussion of System-wide risks and exposures, the assessment of impact and likelihood, and strategies and efforts in place to address, prevent or mitigate System-wide risks is to be considered by the Board of Regents Committee on Audits at least annually.

III. REPORTING REQUIREMENTS

Institution Presidents are expected to communicate to the Chancellor that an institutional enterprise risk management process is in place and operationally functional, and review with the Chancellor, as a part of the presidential performance review process, the 3-5 risks assessed to be the most significant concerns to institutional leadership in terms of setting strategic goals and planning.

Institution Presidents, by March 31st annually, are to provide notification to the Chancellor that a review or update of the institution's risk assessment and management plan has been performed, and are to provide a listing of significant events that have occurred in the prior calendar year that were contemplated and planned for in the institution's risk management process.

IV. DEFINITIONS

Strategic risks – an event or activity, whether internal or external, that has the potential to negatively impact the institution's ability to pursue its mission and/or achieve its key strategic goals and objectives. These risks include inadequate strategic planning and goal setting, crisis response and business continuity, reputation and brand, and community relations.

Financial risks – risks and exposures that are associated with inadequate financial planning, management and operational outcomes, including the budgeting and financial reporting processes, financial controls, debt management, endowment investing, and risk management and insurance provision.

Operational risks – risks and exposures that do not have an immediate financial impact but impact the core mission and objectives of the institution. Included here are risks to the academic enterprise such as academic quality, tenure and faculty promotion, accreditation, faculty recruitment, on-line learning, program development (including closures, new programs, and international programs). Weather events, power disruptions, and other potential events impacting availability of facilities, would be another group of operational risks, to the extent that those risks are both likely and significant in impact. Research activities and issues surrounding medical centers would also fall under the category of operational risks.

Reputational risks- risks and exposures that may harm education mission by casting doubt on commitments by campus leadership and negatively affecting the image of the University. Such risks may include claims of harassment and discrimination, waste and abuse, scholarly misconduct. Reputational risks may also be strategic, financial and operational risks depending on the nature and severity.

Risk mitigation-steps taken at the institution and System level to identify, assess and address and report on potential risks. Risk mitigation may include institution level threat and risk assessment team efforts, trainings, coordinated efforts across institutions to identify and mitigate risk.

Risk tolerance –ability or willingness by an institution or the System's leadership to accept a certain level of likelihood that a particular risk exposure materializes. Risk tolerance is important in considering the possibilities for mitigating or eliminating particular risks and exposures, each of which are likely to carry an associated cost or set of requirements.



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Proposed Board of Regents Policy - [VIII-21.00 POLICY ON CRISIS MANAGEMENT]

COMMITTEE: Audit Committee

DATE OF COMMITTEE MEETING: October 30, 2019

SUMMARY:

Management best practice requires that leadership have a process for responding to events considered to be a crisis.

The proposed Policy on Crisis Management formalizes the expectation that each institution, regional higher education center, and the System Office, develop processes and protocols for responding to negative unanticipated events and that there be an organization-wide understanding of the response process or protocol.

Institution presidents are to notify the Chancellor that an institution crisis management process has been implemented, and is widely understood across the institution. The policy also requires that each institution president review crisis events and the response experienced by the institution over the past year with the Chancellor as a part of the annual presidential performance review process.

The Chancellor shall develop a System-wide crisis management process that complements and builds upon institutional crisis management processes and protocols, and ensure that institution presidents and leadership, as well as Board of Regents members, understand the process and protocols.

Recognizing the effort and time required to establish a crisis management process, institution presidents will have until Spring 2020 to establish a crisis management process, and will begin the required reporting under this policy during the performance appraisal process in the Spring of 2021.

ALTERNATIVE(S): The Board could suggest alternative language.

FISCAL IMPACT: Any fiscal impact is anticipated to be minimal.

<u>CHANCELLOR'S RECOMMENDATION</u>: That the Board of Regents approve the proposed Board of Regents Policy on Crisis Management as presented.

COMMITTEE RECOMMENDATION:	Approve	DATE:
BOARD ACTION:		DATE:
SUBMITTED BY: David Mosca		

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10/30/2019 DRAFT

VIII-21.00 POLICY ON CRISIS MANAGEMENT

(Approved by the Board of Regents on , 2020)

I. PURPOSE

Best practice in effective governance at both an institution and System-wide level, requires that management have a process for responding to events considered to be a crisis.

This policy formalizes expectations that each University System of Maryland institution and regional higher education center, including the System Office, and the chancellor on behalf of the University System generally, establish a process and set of protocols and steps for use in responding to events that each level considers a crisis, as defined below.

II. CRISIS MANAGEMENT

Each President shall develop protocols for use in responding to and communicating when a crisis arises. Board of Regents Policy VI-10.00 formalizes requirements associated with campus emergency planning, preparedness, and response. An emergency, depending on the impact and exposure, operationally, in terms of public safety, and reputationally, may also be considered a crisis within the meaning of this policy and require additional coordination and consultation, public communication, and response and recovery.

A crisis is defined as:

- 1. A negative event that was unanticipated and for which plans had not been formulated,
- 2. A negative event that had been planned for, but happened at a rate or pace unanticipated, or
- 3. A confluence of events anticipated and planned for individually, but not in combination.

The University System Office will provide guidance to support each President developing a crisis management process for their university appropriate for that university, that, at minimum, includes clear reporting and escalation, response structure and team roles, and crisis communications.

Each institution, and the System as a whole, are to develop crisis communication plans that detail who is responsible for communications in the event of particular events, and a general plan for events not anticipated.

Care should be taken to ensure that crisis communications considers and includes students, faculty, staff, and other identified institution and System interested parties. Once a crisis management process has been developed by an institution, periodic testing of the process in response to a potential crisis should be carried out to ensure that all involved at an institution in

crisis management understand roles, protocols, and processes. The process should be reviewed and refined after any actual crisis event, if appropriate, to improve institutional responses and communications.

In the event of a crisis, immediate notification to the Chancellor and the Vice Chancellor for Communications is to happen as soon as is practical under the circumstances, even if all the facts and considerations are not yet known. The Chancellor will communicate with the Chair of the Board of Regents to provide an understanding of the event or emergency, the current institution or System response, and to consult on the communication strategy as appropriate.

III. REPORTING REQUIREMENTS

Institution Presidents are expected to communicate to the Chancellor that an institution level crisis management process has been established and is understood, and reviewed with the Chancellor, as a part of the presidential performance review process, any negative events and emergencies at the institution level that fall within the definition of crisis above that occurred in the prior calendar year.



SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report: Intercollegiate Athletics FY 2019 Academic Summary

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, November 5, 2019

SUMMARY: The BOR Policy on Intercollegiate Athletics (V-2.10) requires institutions to submit reports to inform the Board of the academic and financial status of the athletic programs. In addition to status updates being made to the Board's Committee on Finance and Committee on Education Policy and Student Life, the Board's Workgroup on Intercollegiate Athletics (ICA) exists to deeply explore the wide range of ICA issues.

Today, Regent Barry Gossett (chair of the ICA Workgroup) will deliver the ICA FY 2019 Academic Summary Report, which reviews the student-athlete academic measures discussed by the Workgroup during FY 2019 for USM's institutions with Division I athletics. The summary includes the aggregated synthesis for the measures required by the policy and includes comparisons about the preparedness of incoming student-athletes, their ongoing academic success, and their graduation rates. A summary of the current NCAA APR status is provided. Due to small squad size and the potential to individually identify students, only summary information is presented publically. The regents, however, are privy to detailed information when requested.

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

ICA FY 2019 Academic Summary Report Board of Regents' Committee on Education Policy and Student Life November 5, 2019

Student athletes are first and foremost students, and it is the expectation of the Board of Regents that their academic performance and progress will be comparable to that of non-athletes.

This report summarizes the student-athlete academic measures discussed by the University System of Maryland (USM) Board of Regents' Intercollegiate Athletics (ICA) Workgroup during FY 2019. Due to small squad size and the potential to individually identify students, only summary information is presented. The following summary includes the aggregated synthesis for the measures required by the Policy on Reports on Intercollegiate Athletics (V-2.10) and includes comparisons about the preparedness of incoming student athletes as measured by high school GPA and SAT scores, their ongoing academic success ("mid-year performance" indicators), and their graduation rates. Finally, the report concludes with a summary of the current NCAA APR status.

Summary of Academic Performance by Institution

Coppin State University

Admission:

Student-athlete men and women tend to be admitted with similar or better preparedness than their non-athlete counterparts. With only a few exceptions, the athletes' campus averages for high school GPA and SAT are at or above the average for non-athletes.

Mid-Year Performance:

For all sports, the average GPA and credit hour completion of student-athletes are above the campus averages and are similar to the team GPAs and credit hour completion from FY 2018.

Graduation Rates:

The average graduation rate of men student-athletes is above the student body peer mean (54% vs 19%). Additionally, the average graduation rate of women student-athletes is above the student body peer mean (76% vs 26%).

Towson University

Admission:

Student-athlete men and women tend to be admitted with similar preparedness as their campus peers. Men student-athletes' 3.50 HS GPA and 1141 SAT average, and women student-athletes' 3.71 HS GPA and 1140 SAT are essentially equal to the campus men's and women's averages, respectively.

Mid-Year Performance:

The average 3.17 GPA and 13.5 credit hour completion of student-athletes are above the campus average 3.01 GPA and 13.3 credit hours completed.

Graduation Rates:

Both men and women student-athletes' graduation rates are above the student body peer mean (79% vs 71% for men; 81% vs 74% for women).

University of Maryland, Baltimore County

Admission:

Admission data for student-athlete men and women are not significantly different than that of campus men and women. Student-athlete men averaged 3.50 HS GPA and 1235 SAT while their campus counterparts averaged 3.80 HS GPA and 1290 SAT. The data for women student-athletes were even more similar, with athletes averaging 3.90 HS GPA and 1220 SAT as compared to the campus women who averaged 3.97 HS GPA and 1270 SAT.

Mid-Year Performance:

The average 3.11 GPA and 14.5 credit hour completion of student-athletes is above campus averages (3.02 & 13.3).

Graduation Rates:

Men student-athletes' graduation rates were slightly below their student body peer mean (72% vs 74%). Women student-athletes' graduation rates were above their student body peer mean (76% vs 74%).

University of Maryland, College Park

Admission.

Student-athlete men and women tend to be admitted with lower preparedness than their non-athlete peers. The men student-athletes' averages of 3.64 HS GPA and 1214 SAT were below the campus men averages of 4.27 HS GPA and 1400 SAT. Similarly, the student-athletes women averages of 3.87 HS GPA and 1205 SAT were below campus women averages of 4.31 HS GPA and 1348 SAT.

Mid-Year Performance:

All sports reported 2.90 average GPA and 13.4 credit hour completion for students-athletes, which were below the campus averages of 3.20 GPA and 14.2 credit hours completed.

Graduation Rates:

Men student-athletes' graduation rates were below their student body peer mean (67% vs 85%). Similarly, women student-athletes' graduation rates were below their student body peer mean (83% vs 89%).

University of Maryland Eastern Shore

Admission:

Student-athlete men and women tend to be admitted with similar or better preparedness. Student-athlete men (3.10 HS GPA and 1034 SAT) were slightly higher than non-athlete men (2.87 HS GPA and 969 SAT), and student-athlete women (3.44 HS GPA and 1099 SAT) were also slightly higher than non-athlete women (2.98 HS GPA and 957 SAT).

Mid-Year Performance:

For UMES sports, the average credit hour completion of student-athletes met or exceeded the campus averages of 2.78 GPA and 13 credit hours completed.

Graduation Rates:

Men student-athletes' graduation rates are above their student body peer mean (40% vs 33%). However, women student-athletes' graduation rates are below their student body peer mean (42% vs 50%). These rates at are affected by athletes who leave in good standing but do not graduate from UMES.

Summaries

The following tiers represent broad categories of where like-student groups clustered.

Academic Preparedness

Tier I (3.80+ HS GPA & 1270+ SAT)

- UMCP Regular Admits
- UMBC Regular Admits

Tier 2 (3.50+ HS GPA & 1140-1240 SAT)

- Towson Regular Admits
- UMCP Athletes
- UMBC Athletes
- Towson Athletes

Tier 3 (2.50+ HS GPA & 880-1100 SAT)

- UMCP/UMBC/TU Special Admits
- All Coppin Students
- All UMES Students

Average 6-Year Graduation Rate for Cohorts Beginning in Fall 2012 and Graduating by Spring 2018

Tier I (67%-89% At or Above USM Averages)

- UMCP Men & Women
- Towson Men & Women
- UMBC Men & Women
- Towson Men & Women Athletes
- Towson Women Special Admits
- UMBC Men & Women Athletes
- UMCP Men & Women Athletes
- Coppin Women Athletes

Tier 2 (54%-61% Near USM Averages)

- UMBC Men Special Admits
- UMCP Women Special Admits
- Towson Men Athletes Special Admit
- Coppin Men Athletes

Tier 3 (50% or Below)

- Coppin Men and Women
- UMES All
- UMCP Men Special Admits

Academic Progress Rate Summary

The Academic Progress Rate (APR) measures the academic achievement of Division I teams during each academic term. Each student-athlete earns one point for staying in school and one point for being academically eligible. A team's total points are divided by points possible and multiplied by I,000 to produce the team's APR. A 930 APR predicts about a 50% graduation rate. Teams falling below an APR of 930 face sanctions ranging from scholarship reductions to more severe penalties.

In Summer 2019, the NCAA published the APR scores by sport based on the outcome of FY 2018. Following are highlights of those scores for USM Division I institutions:

- Coppin State University
 - Multi-year APR scores for most sports were above NCAA minimums. Three sports

 Women's Cross Country, Women's Track, and Women's Softball were below
 the 930 four-year average minimum.
 - o Nine of the 12 sports reported a single-year score below 930.
 - Academic plans are in place to improve retention for some teams and academic eligibility for others.
- Towson University
 - o All APR scores are above NCAA minimums.
 - Multi-year APR scores range from 961 (Women's Volleyball) to 1000 (Women's Cross Country, Gymnastics, and Women's Tennis).
- UMBC
 - All APR scores are above NCAA minimums.
 - o Multi-year APR scores range from 952 (Baseball) to 996 (Women's Swimming).
- UMCP
 - o All APR scores are above NCAA minimums.
 - Multi-year APR scores range from 943 (Men's Soccer) to 1000 (Women's Tennis).
- UMES
 - All APR scores are above NCAA minimums.
 - Multi-year APR scores range from 932 (Men's Basketball) to 1000 (Men's and Women's Golf).
 - o UMES continues to improve student-athlete retention to bolster APR scores.

Most USM sports will be eligible for post-season competition when the teams finish in the 2019-2020 season. The Intercollegiate Athletics Workgroup expects the institutions to monitor and alert the Board of Regents should any academic or retention issues negatively impact the APR of any specific sport. This expectation has been met, and the institutions keep the regents informed about progress towards meeting the NCAA minimum standards. Since the ICA Workgroup has instituted regular and ongoing review, the APR scores have been steadily increasing, and the regents have been made aware of potential problems well in advance of major issues developing.

The ICA Workgroup and USM ICA staff meet three times each year with the institutional athletics offices. Additionally, the USM ICA staff maintains communications with the institutions outside of those meetings, especially when institution-specific issues require attention. The USM and its Board of Regents will continue to monitor academic progress and its impact on the NCAA APR scores in the interim and fully expect continued academic success for student-athletes.



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: University of Baltimore: Lease for the Baltimore City Police Academy

COMMITTEE: Finance

DATE OF COMMITTEE MEETING: November 19, 2019

SUMMARY: The University of Baltimore (UB) has leased 94,169 Gross Square Feet (GSF) of space to Baltimore City for use by the Baltimore Police Department (BPD). BPD will use this space as a Police Academy for training and continued education for new police recruits, active duty officers, police management personnel and other public safety personnel.

The lease includes the 2nd floor, portions of the 3rd floor and portions of the 4th floor in the H. Mebane Turner Learning Commons located at 1415 Maryland Avenue, Baltimore, Maryland. The lease also includes the 4th floor in the recreation center, and exclusive use of the gym on the 3rd floor Monday through Friday from 6 am to 3 pm in the Academic Center located at 1420 N. Charles Street, Baltimore, Maryland.

The lease was approved by the Baltimore City Board of Estimates on September 18, 2019. The initial term is for five years, and it commences upon substantial completion of the Tenant Improvements. The lease allows for a five-year renewal option. In accordance with USM Policy on Acquisition, Disposition and Leasing of Real Property, Board of Regents approval is not necessary because the lease term, inclusive of option renewals, does not exceed ten years.

LESSOR: The Mayor and City Council of Baltimore for the use of the Police Department of Baltimore City, an agency and instrumentality of the State of Maryland

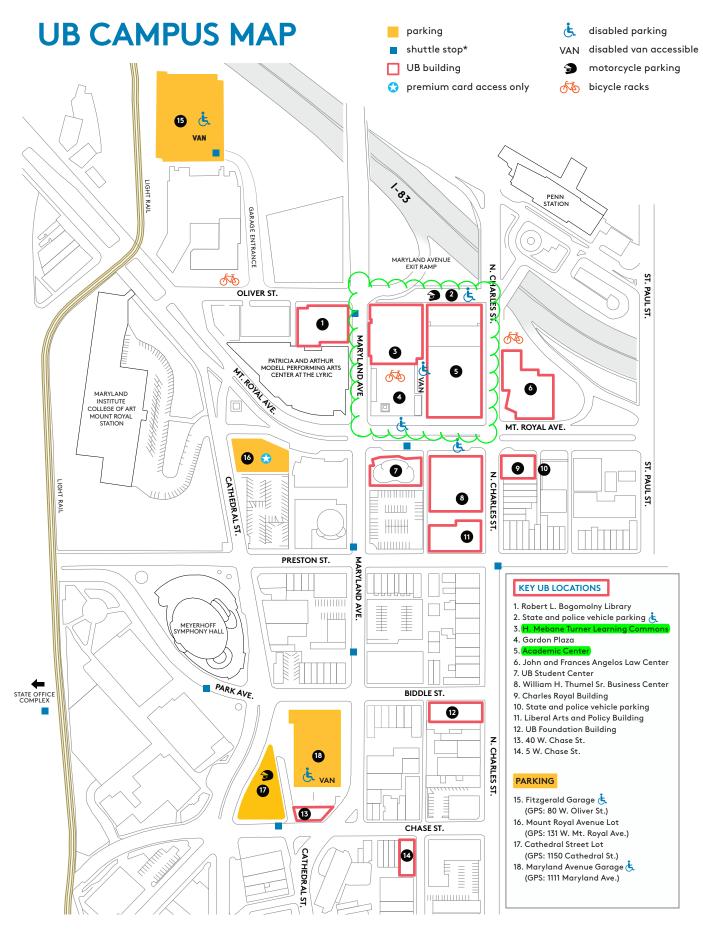
FISCAL IMPACT: The rent is based on a rate of \$14.00/GSF. Rent for the first year is \$1,318,366, paid monthly, and increases by 2% each lease year. An additional one-time rent payment of \$400,000 is to be made by the Lessor prior to the commencement of the lease for UB's capital and renewal expenditures and reserves. The USM will provide up to \$2.4 million (via reimbursement to UB) for necessary Tenant Improvements to the leased premises. UB provides utilities, housekeeping and maintenance services within the cost of the rent.

UB has also entered into a parking agreement which coincides with the lease term. The parking agreement initially provides 80 monthly passes for BPD's use, with a provision for up to monthly 125 passes. The agreement also provides up to 180 daily transient parking passes which BPD may purchase for trainees and Academy guests. The estimated annual parking revenue will range from \$69,120 to \$235,440, depending on BPD usage.

CHANCELLOR'S RECOMMENDATION: This item is provided for information purposes.

COMMITTEE RECOMMENDATION:	DATE:	
BOARD ACTION:	DATE:	
SUBMITTED BY: Ellen Herbst (301) 445-1923		

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*For more information about public transportation options at UB, visit <u>ubalt.edu/transportation</u>. For full shuttle routes, visit <u>ubalt.edu/shuttle</u>.



SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Amendment of USM Policy on Affirmative Action and Equal Opportunity (VI-1.00) and Rescission of USM Policies on Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression (VI-1.05) and Acts of Violence and Extremism (VI-1.10)

COMMITTEE: Governance and Compensation

DATE OF COMMITTEE MEETING: Tuesday, November 19, 2019

SUMMARY: In consultation with the Office of the Attorney General regarding applicable legal requirements, the USM staff proposes to update the current Policy on Affirmative Action and Equal Opportunity (VI-1.00) and rescind two related policies to establish a comprehensive, streamlined policy on nondiscrimination. The new proposed policy, the Policy on Non-Discrimination and Equal Opportunity, is consistent with current law, which has been amended over time to expand the prohibitions against discrimination and abolish the requirement to maintain the statewide affirmative action plan. The proposed, amended non-discrimination policy prohibits discrimination against members of all legally protected classes of individuals and incorporates important provisions of the USM Policies on Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression (VI-1.05) and Acts of Violence and Extremism (VI-1.10). As a result, those two policies would be rescinded.

The original proposed policy (attached as "Original Proposal") was reviewed through the shared governance process and supported by USM's presidents, provosts, vice presidents for student affairs, human resources professionals, and members of the Inclusion and Diversity Council. Two revised proposals are presented today. "Option A" is a revision based on certain concerns expressed during the September committee meeting. The presidents reviewed Option A, but did not support it as written. Instead, they expressed a preference for the original policy with the addition of a footnote referencing the USM Freedom of Speech and Expression Value Statement and Guidelines. Following the review by the presidents, staff considered additional feedback provided during the September Committee meeting suggesting that concepts from the current USM Policy on Acts of Violence and Extremism should be retained. Thus, "Option B" is a revision of the Original Proposal that includes the footnote regarding freedom of speech suggested by the presidents and incorporates concepts from prior policy specifically prohibiting acts of harassment and violence. Today, USM staff will present both proposals and engage the committee in a discussion of the pros and cons of each.

<u>ALTERNATIVE(S)</u>: Regents could accept or reject the proposed action(s) or request additional information.

FISCAL IMPACT: There is no fiscal impact associated with these policy actions.

<u>CHANCELLOR'S RECOMMENDATION:</u> That the Committee on Governance and Compensation recommend that the Board of Regents (1) amend the Policy on Affirmative Action and Equal Opportunity (VI-1.00) to reflect option A *or* B (renaming it the Policy on Non-Discrimination and Equal Opportunity), (2) rescind the Policy on Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression (VI-1.05), and (3) rescind the Policy on Acts of Violence and Extremism (VI-1.10).

COMMITTEE RECOMMENDATION:		DATE: November 19, 2019
BOARD ACTION:		DATE:
SUBMITTED BY: Joann Boughman	301-445-1992	jboughman@usmd.edu

Original Proposal

USM Bylaws, Policies and Procedures of the Board of Regents



VI-1.00 POLICY ON NON-DISCRIMINATION AND EQUAL OPPORTUNITY

(Approved by the Board of Regents on October 19, 1989, Amended (____

I. PURPOSE

This policy affirms the commitment of the University System of Maryland (USM) to diversity, equality of opportunity, human dignity and to fostering a learning and working environment that is that is grounded in respect, civility, and inclusion. These principles require that the treatment of USM students, faculty staff, and applicants for admission or employment, be based on individual abilities and qualifications and be free from illegal discrimination in any form

II. PROHIBITION AGAINST DISCRIMINATION

All policies, programs, and activities of the <u>USM</u> are and shall be in conformity with all pertinent federal and State laws on non-discrimination regarding race, color, religion, age, national origin, sex, disability, sexual orientation, gender identity, gender expression, marital status, genetic information, veteran's status, and any other legally-protected characteristic.

This policy prohibits discrimination against students, faculty, staff, and applicants for admission or employment, on the basis of any legally-protected characteristic, in admissions, financial aid, educational services, housing, student programs and activities, recruitment, hiring, employment, appointment, promotion, tenure, demotion, transfer, layoff or termination, compensation, selection for training and professional development, and employee services. This policy also prohibits retaliation against any student, faculty staff, or applicant for admission or employment who asserts a claim of discrimination under this policy or one who participates in an investigation of a complaint of discrimination.

III. IMPLEMENTATION

The Presidents shall be responsible for ensuring compliance at their respective institutions with all State and federal laws regarding non-discrimination and hiring preferences.

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Commented [BK2]: We suggest that this policy incorporate and replace the current USM VI-1.10 Policy on Acts of Violence and Extremism, which appears to address hate crimes, because hate crimes are covered under this Policy as harassment based on protected characteristics.

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Deleted: harassment.

Deleted: is actively committed to providing equal educational and employment opportunity in all of its institutions and programs. ¶

Deleted: AND HARASSMENT

Commented [BK4]: This policy incorporates the applicable provisions of the current USM VI-1.05 Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression. These protections are now part of federal and state statutory and case law, which define the terms and set forth the scope of protection.

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Deleted: including, but not limited to, Title VI of the Civil Rights Act of 1964 as amended, Title IX of the 1972 Education Amendments, and Section 504 of the Rehabilitation Act of 1973....

Deleted; and harassment

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Commented [BK8]: This language was included in this policy pursuant to Md. Code, Education, §11-105(f) (State Desegregation Plan). It is our understanding that MHEC and the USM completed their obligations under the statute in 2005. While the language was necessary at the time the policy was adopted in 1989, it is no longer necessary.

Deleted: It is the goal of the University of Maryland System to assure that women and minorities are equitably represented among the student body, faculty, staff, and administration of the institutions constituting the System, sp

Deleted: and Directors

Deleted: implementing the statewide desegregation and equal opportunity programensuring compliance

Commented [BK9]: There are federal and State hiring ... [2]

Each President shall designate an individual or office to which inquiries <u>may be made</u> regarding compliance with federal <u>and</u> State <u>laws and USM</u> policies, with respect to equal opportunity.

Replaces VI-1.00-Policy on Affirmative Action and Equal Opportunity, VI-1.05 Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression, and VI-1.10 Policy on Acts of Violence and Extremism.

Deleted: University System laws,

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Deleted: may be made

Deleted: Policies VI-21.00 and VI-28.00 of the former Board of Regents of the University of Maryland and Section O of Policy XIII of the former Board of Trustees of the State Universities⁹¹ and Colleges

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V			
i.			
Page 1: [2] Commented [BK9]	Bainbridge, Katherine	1/20/17 12:25:00 PM	

OPTION A



VI-1.00-POLICY ON NON-DISCRIMINATION AND EQUAL OPPORTUNITY (Approved by the Board of Regents on October 19, 1989, Amended ______)

I. PURPOSE

This policy affirms the commitment of the University System of Maryland (USM) to diversity, equality of opportunity, human dignity and to fostering a learning and working environment that is grounded in respect, civility, and inclusion. These principles require that the treatment of USM students, faculty, staff, and applicants for admission or employment, be based on individual abilities and qualifications and be free from invidious discrimination in any form.

II. PROHIBITION AGAINST DISCRIMINATION

All policies, programs, and activities of the USM are and shall be in conformity with all pertinent federal and State laws concerning non-discrimination on the basis of race, color, religion, age, national origin, sex, disability, sexual orientation, gender identity, gender expression, marital status, genetic information, veteran's status, and any other legally-protected characteristic.

This policy prohibits discrimination against students, faculty, staff, and applicants for admission or employment, on the basis of any legally-protected characteristic, in admissions, financial aid, educational services, housing, student programs and activities, recruitment, hiring, employment, appointment, promotion, tenure, demotion, transfer, layoff or termination, compensation, selection for training and professional development, and employee services. This policy also prohibits retaliation against any student, faculty, staff, or applicant for admission or employment who asserts a claim of discrimination under this policy or one who participates in an investigation of a complaint of discrimination.

This policy also prohibits unlawful harassment, including acts of violence, as well as unlawful harassment based on political speech and affiliation, at USM institutions and in connection with USM programs and activities.

III. IMPLEMENTATION

The Presidents shall be responsible for ensuring compliance at their respective institutions with all State and federal laws regarding non-discrimination and hiring preferences. Each President shall designate an individual or office to which inquiries may be made regarding compliance with federal and State laws and USM policies, with respect to equal opportunity.

Replaces VI-1.00-Policy on Affirmative Action and Equal Opportunity, VI-1.05 Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression, VI-1.10 Policy on Acts of Violence and Extremism.

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OPTION B



VI-I.00-POLICY ON NON-DISCRIMINATION AND EQUAL OPPORTUNITY (Approved by the Board of Regents on October 19, 1989, Amended _____)

I. PURPOSE

This policy affirms the commitment of the University System of Maryland (USM) to diversity, equality of opportunity, human dignity and to fostering a learning and working environment—that is that is grounded in respect, civility, and inclusion. These principles require that the treatment of USM students, faculty, staff, and applicants for admission or employment, be based on individual abilities and qualifications and be free from invidious discrimination in any form.*

II. PROHIBITION AGAINST DISCRIMINATION

All policies, programs, and activities of the USM are and shall be in conformity with all pertinent federal and State laws concerningon non-discrimination on the basis of regarding race, color, religion, age, national origin, sex, disability, sexual orientation, gender identity, gender and expression, marital status, genetic information, veteran's status, and any other legally-protected characteristic.

This policy prohibits discrimination against students, faculty, staff, and applicants for admission or employment, on the basis of any legally-protected characteristic, in admissions, financial aid, educational services, housing, student programs and activities, recruitment, hiring, employment, appointment, promotion, tenure, demotion, transfer, layoff or termination, compensation, selection for training and professional development, and employee services. This policy prohibits harassment, including acts of violence, on the basis of any legally-protected characteristic, at USM institutions and in connection with USM programs and activities. This policy also prohibits retaliation against any student, faculty, staff, or applicant for admission or employment who asserts a claim of discrimination under this policy or one who participates in an investigation of a complaint of discrimination.

III. IMPLEMENTATION

The Presidents shall be responsible for ensuring compliance at their respective institutions with all State and federal laws regarding non-discrimination and hiring preferences. Each President shall designate an individual or office to which inquiries may be made regarding compliance with federal and State laws and USM policies, with respect to equal opportunity.

Replaces VI-1.00-Policy on Affirmative Action and Equal Opportunity, VI-1.05 Policy of Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Expression, VI-1.10 Policy on Acts of Violence and Extremism.

OPTION B

*These and other principles are also reflected in the USM Freedom of Speech and Expression Value Statement and Guidelines.



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Chancellor Search Updates (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 22, 2019

SUMMARY: The Board will receive an update on the University System of Maryland

Chancellor search.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: November 22, 2019

BOARD ACTION: DATE:

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



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Presidents Search Updates (information)

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 22, 2019

SUMMARY: The Board will receive an update on the Coppin State University and University of Maryland, College Park president searches.

ALTERNATIVE(S): The board can choose to not discuss this matter.

FISCAL IMPACT: TBD.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE ACTION: DATE: November 22, 2019

BOARD ACTION: DATE:

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



SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Convening Closed Session

COMMITTEE: Committee of the Whole

DATE OF MEETING: November 22, 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, dwilkerso	n@usmd.edu, 301-445-1906



STATEMENT REGARDING CLOSING A MEETING OF THE USM BOARD OF REGENTS

Date: November 22, 2019 Time: Approximately 11:00 a.m.

Location: Building II – Bethesda/Gaithersburg Ballrooms

Universities at Shady Grove

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

(1)		To discuss:
	[X]	(i) The appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or
	[X]	(ii) Any other personnel matter that affects one or more specific individuals.
(2)	[X]	To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
(3)	[]	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)	[X]	To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

FORM	FORM OF STATEMENT FOR CLOSING A MEETING PAGE TWO			
(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 st	aff; and
		(ii)	the development and implementation of emerger	ncy plans.
(11)	[]		epare, administer or grade a scholastic, licensing, ination.	or qualifying
(12)	[]	To conduct or discuss an investigative proceeding on actual or possible criminal conduct.		
(13)	[]	To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.		
(14)	[X]	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)	[X]	To discuss cybersecurity, if the public body determines that public discussion would constitute a risk to:		
		(i)	security assessments or deployments relating to resources technology;	information
		(ii)	network security information, including information	on that is:
			 related to passwords, personal identification r codes, encryption, or other components of the se a governmental entity; 	
			2. collected, assembled, or maintained by or for entity to prevent, detect, or investigate criminal a	
			3. related to an assessment, made by or for a goor maintained by a governmental entity, of the vonetwork to criminal activity; or	
			eployments or implementation of security personne tructure, or security devices.	el, critical

Md. Code, General Provisions Article §3-103(a)(1)(i):

[X] Administrative Matters

TOPICS TO BE DISCUSSED:

- Meetings with Presidents Nowaczyk and Wight as part of their performance review;
- 2. Ratification of collective bargaining MOU at UMCES;
- 3. Consideration of proposed contract for recruiting process contracting services;
- 4. Discussion of recommendations for an out-of-cycle nomination for an honorary degree;
- 5. Chancellor Appointment Letter;
- 6. Chancellor Transition;
- 7. Update regarding status of investigations in connection with legal claims against an institution and discussion with counsel regarding associated liability issues; and
- 8. Personnel and Software Security Audit findings against an Institution.

REASON FOR CLOSING:

- To maintain confidentiality of discussions regarding a specific employee's performance evaluations (§3-305(b)(1));
- 2. To maintain confidentiality regarding a proposed contract before its award (§3-305(b)(14));
- To maintain confidentiality regarding collective bargaining negotiations (§3-305(b)(9));
- 4. To maintain confidentiality of personnel-related and personal information of a candidate for an honorary degree (§3-305(b)(1) and (2));
- 5. To maintain confidentiality of discussions regarding specific employees' compensation (§3-305(b)(1));
- To maintain confidentiality of discussion regarding specific employee's employment contract (§3-305(b)(1));
- 7. To handle an administrative matter involving planning for transition in Chancellor position (§3-103(a)(1)(i));
- 8. To discuss matters involving the assessment of an institution's IT security system (§3-205(b)(15)); and
- 9. To maintain attorney-client privilege with regard to discussions with counsel regarding legal claims and liability issues and to maintain confidentiality of discussions of pending and potential legal claims. (§3-305(b)(7)and (8)).