



**Board of Regents
Committee on Education Policy and Student Life**

**Tuesday, January 7, 2020
9:30 a.m.**

**Towson University
Johnny Unitas Stadium
Minnegan Room**

Action Items

1. Academic Program Action
 - a. New Academic Program Proposal
 - i. [University of Maryland, College Park: Bachelor of Arts in Real Estate and the Built Environment](#)
2. Proposal of New Academic Title and Rank
 - a. [University of Maryland, Baltimore](#)

Information Items

3. [Civic Engagement and Civic Education: Update and Student Panel](#)
4. [New Program 5-Year Enrollment Review](#)
5. [Results of Periodic \(7-Year\) Reviews of Academic Programs](#)
6. [Report on Extramural Funding – FY 2019](#)

Action Item

7. [Motion to Adjourn and Reconvene in Closed Session](#)



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 Real Estate and the Built Environment

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 7, 2020

SUMMARY: The University of Maryland, College Park proposes to establish a Bachelor of Arts in Real Estate and the Built Environment. As the largest asset class in the world, real estate surpasses stocks, bonds, and cash. Unlike other asset classes, real estate also intersects with a wide range of policy and practice arenas, such as design and construction, financial markets, land use regulations, real estate law, environmental policy, transportation, and taxation. This program expands the traditional, narrowly focused, business approach to real estate (i.e., finance, investment, and management) by providing students with broader perspectives that come from the many disciplines making up the modern practice of real estate, including construction methods and materials, politics and public policy, urban planning and design, transportation, and architecture.

The curriculum consists of 15 core credits that include topics in real estate principles, sustainable development, legal foundations, finance, investment, planning, and politics. In addition, students will take 12 credits from the following areas: taxation, historic preservation, planning, and architecture. Nine additional elective credits allow students to learn more about real estate from related disciplines, including agriculture, business, economics, communication, civil engineering, architecture, history, American studies, African American studies, public health, and public policy. The major culminates with 3-4 credits of advanced real estate seminar/course work that allows for projects and intensive interaction with real estate professionals.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Bachelor of Arts in Real Estate and the Built Environment.

COMMITTEE RECOMMENDATION:

DATE: January 7, 2020

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

November 19, 2019

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

Dear Chancellor Caret:

I am writing to request approval for a new Bachelor of Arts program in Real Estate and the Built Environment. 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 November 5, 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
Donald Linebaugh, Dean, School of Architecture, Planning, and Preservation

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

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

University of Maryland, College Park
Institution Submitting Proposal

Real Estate and the Built Environment
Title of Proposed Program

Bachelor of Arts
Award to be Offered

Fall 2020
Projected Implementation Date

0511.00
Proposed HEGIS Code

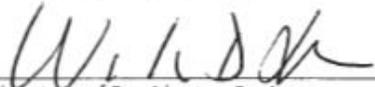
52.1501
Proposed CIP Code

School of Architecture, Planning, and
Preservation
Department in which program will be located

Donald Linebaugh
Department Contact

301-405-6309
Contact Phone Number

dwline@umd.edu
Contact E-Mail Address


Signature of President or Designee

11-26-2019
Date

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

Description. The University of Maryland's (UMD's) School of Architecture, Planning and Preservation proposes to establish a new undergraduate bachelor of arts program in Real Estate and the Built Environment (REBE), focused on real estate development within the context of related disciplines such as architecture, urban planning, sustainable development, and historic preservation. The proposed program expands the traditional business approach to real estate finance, investment and management by providing students with broad perspectives that come from the multitude of disciplines that make up the modern practice of real estate. From construction methods and materials to politics and public policy, and from urban planning and design, to transportation, to building and landscape architecture, modern real estate development is a multi-disciplinary practice. The major offers a set of required courses to introduce students to the complexity of real estate and the built environment practice, as well electives in the affiliated fields that impact the built environment. The focus is on transformational real estate practice, addressing issues posed by individual and collective decisions about the built environment ranging from social and environmental justice, to climate change, to community identity and heritage.

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. The major will provide a new opportunity for students to tap into the breadth of expertise within the School of Architecture related to the built environment, allowing graduates to contribute to the economic development and improve the quality of life in the State of Maryland, through one of its most important economic sectors.

Funding. Coursework for the major is based on an existing, highly successful undergraduate minor in real estate development and the Master of Real Estate Development, as well as courses within the programs of architecture, planning, and preservation, and courses offered by other disciplines at the University. Additional upper-level courses will be developed and delivered through reallocation of university and School resources as well as possible support through fundraising.

Institutional Commitment. The program will be administratively housed in the School of Architecture, Planning and Preservation. Leadership for real estate education at the University began in 2006 with the approval of the Master's program in real estate development and the first degrees were awarded in the Spring of 2008; the Colvin Institute of Real Estate Development was established in 2007 to support real estate education and research at Maryland. To date, the Master's program has graduated over 300 students who are employed throughout the region and across the country. In addition, over the last 10 years or so the School has successfully launched dual degree graduate programs between Real Estate Development and four other disciplines: Business Administration, Planning, Historic Preservation, and Architecture. In 2015, the School began offering an undergraduate minor in real estate development, which has informed the current proposal and demonstrated the strong demand for undergraduate education in real

estate. In the event that the program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

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

Need. As the largest asset class in the world, real estate surpasses stocks, bonds and cash. Unlike other asset classes, real estate also impacts, and is impacted by, a wide range of policy and practice arenas, such as design and construction, financial markets, land use regulations, real estate law, environmental policy, transportation, and taxation. We not only live, work, and play in the “built environment” of real estate, but we also “consume” it. Virtually all individuals, and most business entities, will consummate a real estate “deal” at least once (and likely many more times) either by a purchase or lease of residential or commercial property. Thus, real estate, like economics and politics, will be part of the future of every student who attends the University of Maryland. Given this reality and the overall importance of real estate to the American economy and job market broadly, an undergraduate program in Real Estate and the Built Environment (REBE) in the School of Architecture, Planning, and Preservation will fill an important academic need at the University of Maryland.

The real estate business has been an engine for social mobility for many families in the past, and has relatively low barriers of entry for various facets of the industry such as commercial leasing and residential sales or even for small developers, and hence is an attraction to minority students who see this field as a way to enter the market and advance economically. All Maryland citizens feel the impacts of issues surrounding the built environment – how and where and under what restrictions shall we provide transportation, housing, retail establishments, industry and office, resort and recreational facilities, not to mention institutions from hospitals to schools, churches, and museums.

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 the broad field of real estate through the lens of sustainable development, affordable housing, community planning, and financial viability. Students will be trained in an interdisciplinary approach to real estate, one that looks at neighborhood and community health, at wealth creation, at environmental justice and equity, and at social challenges.

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

The need for more extensive undergraduate education in real estate and the built environment is based on several considerations, including an externally prepared feasibility analysis, an understanding of the region’s development pressures, and the knowledge gained by offering the successful undergraduate minor in real estate development. The occupations in the real estate industry vary, including developers, brokers, property managers, planners, and business finance, risk, and investment specialists. There is no one particular occupation for which this

multidisciplinary program will prepare its students. Consequently, a simple supply and demand analysis of programs and jobs is of limited value.

In order to examine the need for a real estate program more fully, the School of Architecture, Planning and Preservation contracted with Eduventures, a higher education data and research firm, to analyze the case for an undergraduate major in real estate at the University of Maryland. Eduventures analyzed data from enrollment trends, the labor market, the educational profiles of those in the real estate industry, and existing real estate degree programs at other universities. Their conclusion was a recommendation that the University launch a broadly-based major that takes full advantage of the School's multiple built environment disciplines. Key factors leading to this recommendation were that 1) real estate is a rare example of an influential and sophisticated industry that lacks a substantial undergraduate degree pipeline of practitioners; 2) real estate majors nationally, in terms of program and graduates, are dwarfed by the size and significance of the real estate industry in all its varied aspects; 3) the industry is broad and complex to the point that it embodies the potential to become a major of wide rather than narrow appeal; 4) the sophistication of the professional roles suggests plenty of scope for better alignment with undergraduate education; 5) setting the major in the School makes it distinctive and reinforces the message that real estate is a broad field best undertaken in what is already a multi-disciplinary school of the built environment; and (6) there is minimal regional competition. Eduventures also noted the advantage of adding an undergraduate major where it would complement the existing master and minor programs and not be starting from scratch.

A good barometer of the student demand for undergraduate real estate education is the growth in the School's undergraduate minor. In just over three years this program has gone from start up to almost 180 currently enrolled students.

D. Reasonableness of Program Duplication

At present, supply is currently very limited for students wishing to study real estate development. In the immediate Baltimore-Washington area there is only one other program offering a real estate curriculum, which is the University of Baltimore (UB). UB's program is a BS in Business Administration with a specialization in Real Estate and Economic Development, therefore does not have the same focus as anticipated here. There are no programs offered in Northern Virginia, the District or other parts of Maryland at the undergraduate level. Moreover, there are limited options in Pennsylvania, none in Delaware, and just three in Virginia (all outside of Northern Virginia), most notably Virginia Tech.

E. Relevance to Historically Black Institutions (HBIs)

The new REBE curriculum is unique in the State, and unlikely to have an impact on any existing programs at Maryland's Historically Black Institutions. UMD has already established itself in the field of real estate, as our Real Estate Development graduate program has been offered for many years. UMD has also offered undergraduate coursework and a minor in Real Estate Development for several years.

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

Real estate courses are not currently offered at two of the four Maryland HBI's, and only one course is offered at Morgan State University and one at Bowie State University.

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

Curricular Development. The University of Maryland has been offering a minor in Real Estate Development since 2016, with 33 students graduating with the minor in 2018. The curriculum for the REBE major is based on courses offered for the minor, augmented by additional courses in real estate as well as those in other related disciplines.

The proposed curriculum consists of five core courses in real estate that introduce students to sustainable building practices, connections to closely allied fields, legal foundations, politics and policy, and finance and investment. In addition to the required core courses, students will take an additional four courses in cognate areas from several choices, including tax and accounting, historic preservation, architecture, and planning. Students will also take three electives from an approved list, including courses that focus on sustainability, business, construction management, public policy, or economics, or additional courses in the core disciplines of the School. The culmination of the major will be 3-4 credits of advanced real estate seminar/coursework in the senior year that will allow for projects and intensive interaction with one or more real estate professionals.

Faculty Oversight. The program will be overseen by the faculty in the School of Architecture, Planning and Preservation. Academic direction and oversight will be provided by Maria Day-Marshall, JD, LLM, who is also the director of the Master of Real Estate Development program.

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:

- 1) Establish a knowledge base in real estate and the built environment, including the legal and financial foundations of the discipline;
- 2) Foster an awareness and basic knowledge of the range of disciplines that impact and contribute to the built environment, both those within the School—architecture, planning, and preservation—and also those spread across campus—engineering, anthropology, and landscape architecture;
- 3) Assure that students understand the complexity of the factors impacting and generated by the built environment;
- 4) Encourage students to focus on one or more affiliated disciplines as electives to develop their knowledge and skill base; and

5) Equip students for leadership with skills in critical thinking and written and oral communication that are effective and persuasive.

The degree to which the REBE 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 REBE major will consist of 120 credits, with 39 credits that are specific to the requirements of the major. Specific course requirements are as follows; course descriptions are included in Appendix C.

CORE REQUIRED COURSES (15 Credits)

- RDEV 250 People, Planet and Profit: Building Sustainable Places (3 credits)
- RDEV 350 Real Estate and Developing the Built Environment: Introduction to Principles, Process and Practice (3 credits) [Prerequisite: RDEV 250]
- RDEV 410 Legal Foundations of Real Estate (3 credits) [Prerequisite: RDEV 250]
- RDEV 415 Principles, Process and Politics of Planning for Real Estate Development (3 Credits) [Prerequisite RDEV 250 and RDEV 350]
- RDEV 450 Foundations of Real Estate Finance and Investment (3 credits) [Prerequisites: RDEV 250 and RDEV 350]

COGNATE REQUIRED COURSES (12 Credits)

One of the Following Two Finance Related Courses (2-3 Credits)

- RDEV 270 Tax and Accounting for Real Estate (3 Credits)
- BMGT 210 Foundations of Accounting for Non-Business Majors (2 Credits)

One of the Following Architecture/Design Related Courses (3 Credits)

- ARCH/RDEV 440 Principles of Urban Design for Real Estate Professionals (3 credits)
- ARCH/RDEV 445 Essentials of Architectural Design and Construction Management for Real Estate Professionals (3 Credits)
- ARCH 271 Design in Practice (3 Credits)

One of the Following Two Historic Preservation Courses: (3 Credits)

- HISP 200 The Everyday and the American Environment (3 credits)
- HISP 205 American Idols: Introducing Historic Preservation (3 credits)

One of the Following Two Urban Planning Courses (3 Credits)

URSP 250 The Sustainable City: Exploring Opportunities and Challenges (3 credits)

URSP 372 Diversity and the City (3 credits)

CULMINATION REQUIRED COURSES (3 – 4 Credits)

Three to Four Credits from among the Following Courses: [credits required depends on whether a student took RDEV 270 (3 credits), or BMGT 210 (2 credits)].

RDEV 470 Real Estate Case Studies (1 – 3 credits)

RDEV 471 Real Estate Literature (1 – 3 credits)

RDEV 472 Real Estate Critical Issues (1 – 3 credits)

RDEV 473 Real Estate Case Study Competition (1 – 3 credits)

RDEV 478 Special Topics in Real Estate Development (1-3 Credits)

ELECTIVES (3 courses/9 Credits)

Electives include any cognate course not otherwise taken to meet the REBE cognate credit requirements, and relevant existing courses in American studies, agriculture and natural resources, architecture, business, communication, economics, civil and environmental engineering, environmental policy, government, history, landscape architecture, public health science, public policy, sustainability, or study abroad, as approved by the program director. Some relevant courses have prerequisites, and some may have seat restrictions such that enrollment is not assured for REBE students.

See Appendix C for course descriptions of courses specific to the major. The extensive list of possible electives is not included.

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 School of Architecture, Planning and Preservation. See Appendix A for faculty expected to teach in the program.

Foundational REBE courses are expected to be taught by full-time faculty and our cohort of existing, highly qualified professional track faculty. To support the expanded undergraduate teaching and the growing numbers of students, particularly majors in Architecture, Economics and Business, taking the undergraduate minor in real estate development, it is anticipated that the School will add three (3) full time faculty, two at the assistant and one at the associate professor level; at least two of these faculty will be tenure/tenure track and one could have a clinical faculty title.

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

The "laboratory" for this major is the built environment writ large; thus, our laboratory starts at the edge of campus and extends from the Eastern Shore to Western Maryland communities like Hagerstown and Cumberland. Therefore, no additional instructional lab(s) or equipment are needed. The experiential learning and project based learning that is favored for the discipline relies heavily on site visits (needing bus or automobile transportation), a good set of ears, and ability to take notes. Otherwise, no new instructional facilities are required – the program will

make use of the campus's existing general purpose classrooms and spaces within the School of Architecture, Planning and Preservation.

L. Adequacy of Financial Resources

Resources for the new program will be drawn from existing instructional resources and from reallocation of funds within the university. Some courses required for the major are already currently taught.

(See Tables 1 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. Within this context, the strategy for recruitment and retention is based on the principle of providing opportunity through education to 1) enable individual student aspirations; 2) to diversify the real estate industry; and (3) to enhance the relationship of the real estate industry to the University.

Through our current Master's degree and undergraduate minor programs, we have found that reported actions and word-of-mouth are the most effective strategies for assuring diversity. However, we have engaged in several specific actions that have resulted in UMD having one of the most diverse faculty and student bodies in a real estate program in the country. Maryland's real estate graduate program has recruited and retained a highly diverse student body, with over 35% women and 20% African American alumni. It also has a diverse faculty of real estate professionals from the region. The Program Director and Assistant Director are active in several real estate organizations that focus on the participation of underrepresented groups in the real estate field, such as the Commercial Real Estate Women (CREW) Network, the African American Real Estate Professionals (AAREP), Women of Color in Community Development (WCCD), and the Housing Association of Nonprofit Developers (HAND).

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

N/A

Table 1: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Full-time Faculty (b+c below)	\$0	\$164,388	\$338,639	\$523,198	\$538,894
a. #FTE	0.0	1.0	2.0	3.0	3.0
b. Total Salary	\$0	\$123,600	\$254,616	\$393,382	\$405,183
c. Total Benefits	\$0	\$40,788	\$84,023	\$129,816	\$133,710
2. Part-time Faculty (b+c below)	\$20,000	\$20,600	\$106,090	\$218,545	\$225,102
a. #FTE	0.2	0.2	1.0	2.0	2.0
b. Total Salary	\$20,000	\$20,600	\$106,090	\$218,545	\$225,102
c. Total Benefits					
3. Admin. Staff (b+c below)	\$46,550	\$47,947	\$49,385	\$50,866	\$52,392
a. #FTE	0.5	0.5	0.5	0.5	0.5
b. Total Salary	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
c. Total Benefits	\$11,550	\$11,897	\$12,253	\$12,621	\$13,000
4. Total Support Staff (b+c below)	\$33,250	\$68,495	\$70,550	\$72,666	\$74,846
a. #FTE	0.5	1.0	1.0	1.0	1.0
b. Total Salary	\$25,000	\$51,500	\$53,045	\$54,636	\$56,275
c. Total Benefits	\$8,250	\$16,995	\$17,505	\$18,030	\$18,571
5. Graduate Assistants (b+c)	\$74,416	\$153,297	\$236,844	\$243,949	\$251,268
a. #FTE	2.0	4.0	6.0	6.0	6.0
b. Stipend	\$40,000	\$82,400	\$127,308	\$131,127	\$135,061
c. Tuition Remission	\$34,416	\$70,897	\$109,536	\$112,822	\$116,207
6. Equipment	\$0	\$0	\$0	\$0	\$0
7. Library	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
8. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
9. Other Expenses: Operational Expenses	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
TOTAL (Add 1 - 8)	\$199,216	\$479,726	\$826,508	\$1,134,225	\$1,167,502

Table 2: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$199,216	\$479,726	\$826,508	\$1,134,225	\$1,167,502
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	50	100	250	250	250
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	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	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$199,216	\$479,726	\$826,508	\$1,134,225	\$1,167,502

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 School and the University. Additional external sources will be sought through fundraising.

Appendix A: Faculty and Organization

The list below indicates faculty who have taught courses listed as program requirements as well faculty who have been designated to teach courses in the program once approved.

Name and Courses Taught	Appointment	Credentials	Status
PTK Faculty			
Maria Day-Marshall	Professional Track	Juris Doctor and Master in Tax Law	Full-time
Tanya Bansal RDEV 350	Professional Track	MA in Real Estate Development	Full-time
Open Position	Professional Track	MA or PhD Preferred	Full-time
TTK Faculty			
Jeremy Wells HISP200	Tenure Track	Ph.D. Environmental Design and Planning	Full-time
Marcus Hendricks URSP250	Tenure Track	Ph.D. Urban and Regional Science	Full-time
Open Position	Tenure Track	MA or PhD preferred	Full-time
Open Position	Tenure Track	MA or PhD preferred	Full-time
Instructors - PT			
Thomas Kaufman RDEV 350	Professional Track	BA in International Affairs	Part-time
Thomas Dwyer RDEV 450	Professional Track	MS in Real Estate Development	Part-time
Kathryn Burgess RDEV 450	Professional Track	Master of Professional Study: Real Estate	Part-time
Leslie Mostow RDEV 270	Professional Track	BS in Accounting	Part-time

Robert McClennan RDEV 440	Professional Track	Master in Architecture	Part-time
Nick Egelanian	Professional Track	Juris Doctor	Part-time
David Frieshtat RDEV 415	Professional Track	Juris Doctor	Part-time
Ronald McDonald	Professional Track	Master in General Administration	Part-time
Matthew O'Malley RDEV 445	Professional Track	Master of Business Administration, MS in Real Estate Development	Part-time
Robert Wertheimer	Professional Track	Master in Liberal Arts	Part-time
Kayrine Brown	Professional Track	Master of Business Administration	Part-time
Zachary Brown	Professional Track	Master of Business Administration: Concentration in Real Estate	Part-time
David Kalinski RDEV 410	Professional Track	Juris Doctor	Part-time
Kathleen Miles	Professional Track	Juris Doctor	Part-time
Stephen Alfandre	Professional Track	Master in Business Administration	Part-time
David Jefferson	Professional Track	MS in Divinity	Part-time
Martha Naughten	Professional Track	Master in Business Administration	Part-time
Abigail Ferretti	Professional Track	Master of Business Administration	Part-time

Appendix B: Learning Outcomes Assessment Plan

Learning Outcome 1: Core Concepts of the Real Estate Development Process

Students will demonstrate their knowledge of the core concepts of the real estate development process including its principles, practice and participants. They will demonstrate their basic knowledge of how developers create value by making tangible improvements to real property.

Learning Outcome 2: Fundamental Legal and Financial Real Estate Concepts

Students will demonstrate their knowledge of real estate financial concepts necessary to read and employ financial statements, income and revenue reports of properties and portfolios, and the ability to explain and undertake a basic real estate pro forma. Students will also demonstrate their knowledge of real estate legal concepts necessary to read and understand legal documents related to real estate.

Learning Outcome 3: Affiliated Fields Contributing to or Impacting the Built Environment

Students will demonstrate their knowledge of fundamental concepts and terminology necessary to interact and engage the wide variety of fields and professions necessary for successful real estate development. Those fields include architecture, planning, law, construction, public policy and engagement as well as the issues of environmental impacts and sustainability.

Learning Outcome 4: Professional Skills

Students will demonstrate professional skills as indicated by an ability to:

1. Produce effective visual (typically Power Point) presentations;
2. Prepare effective documents in business writing style; and
3. Undertake effective oral presentation and persuasive communication.

The Assessment Plan requires that faculty, staff, students and outside professionals be part of the activities creating the structure for the assessment. The actual assessment will be completed by the Director of Undergraduate Studies with input from the program's undergraduate advisory committee. The committee will consist of faculty, staff, an undergraduate representative and outside professionals. The committee will review the assessment plan and learning outcomes and make changes where appropriate. It will also solicit comments and suggestions from other faculty members and the University assessment committees. Comments and suggestions will be shared with faculty during a faculty meeting with the goal of promoting discussion about teaching and the topics and values important for students to learn.

The learning outcomes will be assessed on a 4 year cycle per current campus undergraduate assessment guidelines. Core Concepts will be the first outcome assessed. The other three LOAs will be assessed one year for the following three years. The assessment plan will focus on the required courses only during the first 4 year cycle.

Learning outcomes will be assessed through written assignments, oral presentations, exams and case studies. Faculty will also use established rubrics for measuring outcomes.

BA in Real Estate and the Built Environment (REBE) Curricular Map

Learning Outcome	LOA: 1 Core Concepts	LOA: 2 Fundamental Legal and Financial Concepts	LOA: 3 Affiliated Fields Contributing to or Impacting Built Environment	LOA: 4 Professional Skills
Introductory Courses (RDEV 250, 270, 350, 450)	o	o	o	o
RDEV 410 Legal Foundations of Real Estate	o	•		
RDEV 415 Principles, Process and Politics of Planning	o	o		
ARCH/RDEV 440 Principles of Urban Design for Real Estate or ARCH/RDEV 445 Essentials of Architectural Design and Construction Management or ARCH 271 Design in Practice	o	o	•	
HISP 200 Every Day and the American Environment or HISP 205 American Idols: Introducing Historic Preservation	o	o	•	
URSP 250 The Sustainable City: Exploring Opportunities and Challenges or URSP 372 Diversity and the City	o	o	•	
RDEV 470 Real Estate Case Studies	•	•	•	➤
RDEV 471 Real Estate Literature	•	•	•	➤
RDEV 472 Real Estate Critical Issues	•	•	•	➤
RDEV 473 Real Estate Case Study Competition	•	•	•	➤
RDEV 478 Special Topics in Real Estate Development	•	•	•	➤

Key

o	Subject Matter Introduced
•	Subject Matter Nominally Mastered
➤	Subject Matter Mastered

Appendix C: Course Descriptions

(new courses indicated by an asterisk *)

RDEV 250 People, Planet and Profit. Building Sustainable Places (3 credits)

An introduction to building communities, commonly referred to as real estate development and involving multiple professions and disciplines, including Architecture and Urban Design, Community Planning, Historic Preservation, Landscape Architecture, Civil Engineering, Law, Finance and Accounting, that have to come together to build more sustainable places for the future by emphasizing the quadruple bottom line of: (1) financial viability, (2) environmental sensitivity, (3) social/cultural responsibility and (4) sustainable design. The course will provide students with an understanding of the fundamental principles and processes of these disciplines and examine the intersections between them. Students will learn through field studies, lecture, discussion, presentations and interactions with multiple professionals. Also offered as: ARCH271. **Credit Only Granted for:** ARCH271 or RDEV250.

RDEV 270 Tax and Accounting for Real Property (3 credits)

An understanding of key tax and accounting principles and how they impact real estate development for students in the minor in real estate development is the purpose of this course. This course is geared for science, arts and humanities students who otherwise in their major would not take an accounting course as part of their major.

Restriction: Permission of ARCH-Real Estate Development; and must not be in a major in the Robert H. Smith School of Business; and must not have completed BMGT210, BMGT220, or BMGT221.

BMGT210 Foundations of Accounting for Non Business Majors (3 Credits)

Provides an understanding of the common statements that report a company's profitability and financial health, and are useful to all economic agents who are engaged with the firm. Students will also recognize and understand managerial accounting as a system for accumulating and modeling information to support decision-making.

Restriction: Must not have completed BMGT221; and must not be in a major in the R.H. Smith School of Business.

Credit Only Granted for: (BMGT220 and BMGT221) or BMGT210.

Additional Information: Does not apply to a Smith School degree. Students pursuing a Smith School minor who have completed both BMGT220 and BMGT221 may substitute these courses for BMGT210. Credit will not be given for both BMGT210 and the combination of BMGT220 and BMGT221.

RDEV350 Real Property and Developing the Built Environment: Introduction to Principles, Process, and Practice (3 Credits)

An introduction to the basic principles of real estate development: How real estate and communities get built and how value is created. The emphasis is on entrepreneurship and an experiential learning approach to the entrepreneurial real estate development process, principles, and practice.

Prerequisite: RDEV250 or ARCH271.

Restriction: Must be enrolled in the RDEV Minor or REBE Major; and permission of ARCH-Real Estate Development

***RDEV 410 Legal Foundations of Real Property (3 credits)**

Presents foundational knowledge about real property, contracts, administrative and constitutional law, and ethical principles and reasoning skills.

Restriction: Permission of ARCH-Real Estate Development. Prerequisite: Must have Completed RDEV 350 with a C- or better.

***RDEV415 Principles, Process and Politics of Planning for Real Property Development (3 Credits)**

Designed to introduce and familiarize students with planning and zoning and the associated processes and requirements that impact the real property development process and products. It will look at the roles the community and politics play in shaping the built environment and the development process.

Restriction: Permission of ARCH-Real Estate Development.

Prerequisite: Must have completed RDEV 350 with a C- or better.

RDEV 450 Foundations of Real Property Finance and Investment (3 credits)

Real Estate Finance and Investment addresses how real estate value is established, the fundamental foundations of the time value of money, as well as more real estate specific applications of return on investment, net operating income, the components of a real estate sources and uses statement, sources of real estate equity and debt financing, commonly used debt ratios and equity returns in real estate, as well as concepts of sensitivity analysis and exit strategies.

Prerequisite: Must have completed both RDEV 350, RDEV 410 AND RDEV270 or BGMT 210 or an approved accounting course with a grade of C- or better.

Permission: ARCH-Real Estate Development

Restriction: Must be enrolled in RDEV Minor or REBE Major and permission of ARCH-Real Estate Development

***ARCH/RDEV 440 Principles of Urban Design for Real Property Professionals (3 Credits)**

Introduces non-design students to the design issues associated with development of the basic real property asset classes (office, retail, and residential) and the context driven forces that shape these different development types. Also introduces non-design students to the principles of visual literacy and the capacity of different property to support development in the effort to enhance the built environment of a community.

Restriction: Permission of ARCH-Real Estate Development. Restricted to students enrolled in the Real Property and the Built Environment major

Prerequisite: Must have completed RDEV 350 with a C- or better.

***ARCH/RDEV 445 Essentials of Architectural Design and Construction Management for Real Property Professionals (3 Credits)**

Essential terminology, process and substantive knowledge needed by real property professionals

to effectively move a project through the design and construction process; includes environmental and ethical considerations throughout the process.

Restriction: Permission of ARCH-Real Estate Development; Limited to students enrolled in the Real Property and the Built Environment Major.

Prerequisite: Must have completed RDEV 350 with a C- or better.

HISP 200 The Everyday and the American Environment (3 credits)

An introduction into the theories of the everyday with the context of the American built environment. The course focuses primarily on the American experience of underrepresented, minority and immigrant communities, both historical and contemporary. The course attempts to challenge what is meant by "American" in describing the American everyday built environment.

HISP 205 American Idols: Introducing Historic Preservation (3 credits)

A critical introduction to the history, theory, and current issues of historic preservation in the U.S. Focus will be on four primary questions: What is historic preservation? How is preservation practiced in the U.S.? Why do we preserve, or what are some of the reasons to save parts of the built environment? Who benefits from preservation? Examination of texts, scholarly articles, and contemporary news articles used as basis for discussions about the implications of preservation policy within the plural society of the United States.

Credit Only Granted for: HISP205 or HISP100.

Formerly: HISP100.

URSP 250 The Sustainable City: Exploring Opportunities and Challenges (3 credits)

An exploration, through an interdisciplinary approach, of a number of issues related to making cities more sustainable in terms of environmental protection, economic opportunity, and social justice. The course assist students to develop skills in critical analysis and systems thinking and to use those skills in analyzing sustainability related problems and potential solutions, and to expand students' understanding of the political implications of crafting and moving towards a sustainable urban future.

URSP 372 Diversity and The City (3 credits)

Exploration of the different needs of diverse economic, racial/ethnic, and gender groups that live and work in cities, the historical background of differences, the impact of societal structures and group cultures, and how public and private policies do and can affect different groups.

***RDEV 470 Real Property Case Studies (1 – 3 Credits)**

Intensive review, critique and presentation of 2 – 6 case studies selected from various property types (residential, industrial, retail, office, hospitality, institutional), detailing the planning, design, construction, finance, marketing and management of a property or planned development area. Cases, may be drawn from domestic or international venues.

Restrictions: Permission of ARCH-Real Estate Development: Enrollment in the Minor or Major in Real Estate Development or Major in Real Property and the Built Environment.

Prerequisites: Must be in Senior standing; Have completed all required Core Requirements.

***RDEV 471 Real Property and the Built Environment: Read, Write, Review of the Literature (1 – 3 Credits)**

Reading and Critical Review of 2 – 6 selected books from a large ranging collection of literature on real estate and the built environment, such as Jane Jacobs, and Hernando De Soto, and ranging in topics from singular developments such as Rockefeller Center, to critiques of sprawl, to biographies of key figures in design and development of our built environments, such as James Rouse. **Restrictions:** Permission of ARCH: Real Estate Development; Enrolled in the Minor in Real Estate Development or the Major in Real Property and the Built Environment in the last or next to last semester of undergraduate enrollment.

Restrictions: Permission of ARCH-Real Estate Development; Enrollment in the Minor or Major in Real Property

Prerequisites: Must be in Senior Standing and have completed all Core Requirements

***RDEV 473 Real Property Case Competition (1 – 3 Credits)**

Guided participation in the Colvin National Case Competition; students (in groups of 1 – 3 individuals) undertake to interview all the key participants and document the development of a property in the Baltimore-Washington region that has been completed within the last 5 years. Selection of the property may be by the instructor or the student. Emphasis in this course is on excellent writing and presentation skills with a final presentation to one or more professionals.

Restrictions: Permission of ARCH-Real Estate Development; Enrolled in the Major in Real Estate and the Built Environment.

Prerequisites: RDEV 350 completed with a B- or better and RDEV 450 with a B- or better.

RDEV478 Special Topics in Real Property Development (1-3 Credits)

RDEV 478 will address one or more current topics in real property with a focus in one or more of the areas of real estate development from planning and entitlements, to design and construction, to market analysis and valuation, to finance and investment, to operations and property management, or social and economic impacts.

Recommended: RDEV250, RDEV350, and RDEV450.

Restriction: Permission of ARCH-School of Architecture, Planning, & Preservation.

Repeatable to: 6 credits if content differs.

Appendix D: Sample Four Year Plan and General Education Overview

Year 1				
FALL			SPRING	
HISP 200/HISP 205 (MCC, DSHU, DVUP)	3		General Education Course (DSNS)	3
ENGL 101 (FSAW)	3		General Education Course (FSAR)	3
MATH 110 or higher (FSMA)	3		General Education Course (DSHU)	3
ORAL COMMUNICATION (FSOC)	3		General Education Course (SCIS)	3
General Education Course (DSHS)	3		Elective Course	3
TOTAL	15		TOTAL	15
Year 2				
FALL			SPRING	
RDEV 270/BMGT 210 (MCC)	2-3		RDEV 250 (MRC, DSSP)	3
General Education Course (DSHS)	3		General Education Course (DSNL)	4
General Education Course (DSSP)	3		Elective Course	3
General Education Course (SCIS)	3		Elective Course	3
Elective Course	3		Elective Course	3
TOTAL	14-15		TOTAL	16
Year 3				
FALL			SPRING	
RDEV 350 (MRC)	3		RDEV 410 (MRC)	3
ENGL 39X (FSPW)	3		URSP 250/URSP 372 (MCC, DSSP-SCIS/DVUP)	3
General Education Course (DVUP/DVCC)	3		REBE Major Elective Course (MEC)	3
Elective Course	3		General Elective	3
Elective Course	3		General Elective	3
TOTAL	15		TOTAL	15
Year 4				
FALL			SPRING	
RDEV 415 (MRC)	3		RDEV 440/RDEV 445 (MRC)	3
RDEV 450 (MRC)	3		RDEV 470/471/472/473/478 (MRC)	3-4
REBE Major Elective Course (MEC)	3		REBE Major Elective Course (MEC)	3
General Elective	3		General Elective	3
General Elective	3		General Elective	2
TOTAL	15		TOTAL	14-15

Category	Credits	Code
Major Requirements: 39 Credits		
REBE Major Required Courses	18-19	MRC
REBE Major Cognate Courses	11-12	MCC
REBE Major Elective Courses	9	MCC
Courses may be used to fulfill General Education requirements (see below).		
General Education Requirements: 40 Credits Minimum		
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
² 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 ³	4	DSNL
Distributive Studies History and Social Sciences	6	DSHS
Distributive Studies Humanities	6	DSHU
Distributive Studies Scholarship in Practice ⁴	6	DSSP
³ A second DSNL course can fulfill the DSNS course requirement.		
⁴ 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.		
I-Series Courses: 6 Credits⁵		
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
⁵ I-Series credits may be double-counted with courses taken for the Distributive Studies requirement.		
Diversity: 4-6 Credits⁶		
Diversity Understanding Plural Societies ⁷		
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
⁶ These credits may be double-counted with courses taken for the Distributive Studies requirement.		
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: Proposals of New Academic Title and Rank: University of Maryland, Baltimore

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 7, 2020

SUMMARY: The University of Maryland, Baltimore presents a request for approval to establish new ranks and titles to be included in their institutional appointment, promotion/rank, and tenure policies (APT; ART) and, subsequently, to be used by their faculty. Currently, faculty ranks are listed in the USM Policy on Appointment, Promotion, and Tenure of Faculty (II-I.00). Section II. A. 2., *Faculty Ranks, Promotion, Tenure, and Permanent Status; General Principles*, of the USM APT policy states, “In addition to the ranks listed in II.C (below), there may also be such other faculty ranks as institutions shall define and include in their respective appointment, rank, and tenure policies, subject to the approval of the Board of Regents.”

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

A letter is attached to describe the following request to adopt the identified rank and title for use at the respective institution:

University of Maryland, Baltimore
Adjunct Faculty III

Dr. Joann Boughman will present these proposals, and an institutional representative is available to offer comments and answer questions.

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

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

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the University of Maryland, Baltimore's request to adopt the rank of Adjunct Faculty III for use at the institution.

COMMITTEE RECOMMENDATION:

DATE: January 7, 2020

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



BRUCE E. JARRELL, MD, FACS
Executive Vice President and Provost
Dean, Graduate School

Academic Affairs/Graduate School

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December 18, 2019

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

Dear Dr. Boughman:

The University of Maryland, Baltimore requests the Board of Regents' approval to add the rank of Adjunct Faculty III to the School of Social Work's policy for adjunct faculty.

During the past decade, the School of Social Work has increasingly relied on adjunct faculty to cover between 30-50% of its Masters in Social Work (MSW) courses annually. Currently, the SSW has approximately 10 Adjunct II faculty who have each taught with the school for more than 10 years. These faculty have become important contributors to the high-quality instruction we require to maintain our MSW program and its high national ranking. An additional 10 Adjunct II faculty will reach the ten-year mark within the next 3- 5 years.

The University of Maryland School of Social Work would like to amend its policy for adjunct faculty to include a promotion level beyond our Adjunct II faculty category, to both reward and retain high-performing adjunct faculty who have dedicated 10 or more years to our program.

Please see below our current policy for descriptions of our adjunct I and II faculty categories, and new language for the third level the School is requesting to add.

Adjunct I: Adjunct Faculty I are hired to provide instructional services and are neither tenured nor eligible for tenure, and appointed to teach specific courses and compensated on a course-by-course basis. Adjunct faculty hired to teach practice classes shall hold the terminal degree in social work, the MSW, and their appointment does not have to be reviewed by the APT

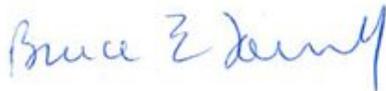
Committee. Appointments are non-tenure track, are for one semester terms, and are terminable at the discretion of the Dean.

Adjunct II: In addition to the qualifications required for an Adjunct Faculty I, Adjunct faculty II are those who are determined by the University to have a consistent record of high-quality instruction, have a record of teaching at least three years at the SSW and a total of 12 courses of three credits or more; have a series of high-level performance evaluations over the course of at least twelve full semester courses at the University, and have made a written request to the Associate Dean for Academic Affairs.

Adjunct III: In addition to the qualifications required for an Adjunct Faculty II, Adjunct faculty III are those who have a consistent record of high-quality instruction, have a record of teaching at least ten years at the SSW, and have made a written request to the Associate Dean for Academic Affairs.

Thank you for considering the aforementioned revision to the School of Social Work's policy. Please contact me should you need additional information.

Sincerely,

A handwritten signature in blue ink that reads "Bruce E. Jarrell". The signature is written in a cursive style with a large, stylized 'J' at the end.

Bruce E. Jarrell, MD, FACS
Executive Vice President and Provost
Dean, Graduate School



BOARD OF REGENTS

*SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION*

TOPIC: Civic Education Civic Engagement Update

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 7, 2020

SUMMARY: On November 8, 2019, USM hosted a System-wide Civic Education/Civic Engagement (CECE) workshop at the UMBC Tech Center South to bring campus teams together to report out on the campus-level progress on the three committees that came out of the Regents' Workgroup on Civic Education and Civic Engagement (2017).

- Carnegie Classification
- Curricular Integration
- Voting and Census

The workshop addressed three questions:

- What progress has been made on each campus with respect to the three committees?
- What are the major challenges you face on your campus related to civic education and civic engagement, and how can we problem solve together?
- What do institutions need to move this work forward on their campuses?

All USM institutions with undergraduate programs were represented at the CECE workshop by teams that included faculty, student affairs leaders, student leaders, and administrators, approximately 80 participants in all. The day-long workshop included the keynote address from Regent Linda Gooden, a student panel moderated by Regent Michelle Gourdine, and breakout groups facilitated by campus teams. Complete information about the Workshop, including links to reports, participants and breakout group notes can be found at the [USM Civic Engagement website](#).

Today, Dr. Nancy Shapiro will share highlights of the workshop and information from the most recent National Study of Learning Voting and Engagement report. Additionally, three members of the workshop's student panel, Joshua Forlotta Gray (UMBC); Selena Rawlley (UMCP); and Jonathan Townes (TU), will share what they've experienced and learned as civically-engaged members of their campus communities.

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: January 7, 2020

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu

Civic Education Civic Engagement Update January 2020

Background: In April 2017, USM hosted Senator Barbara Mikulski as the Langenberg Lecturer and keynote speaker at the first USM Civic Engagement Symposium at UMB. At the conclusion of the Symposium, a set of recommendations were brought to the Board of Regents:

- Formally recognize existing campus-level work around civic engagement
- Identify and disseminate best practices
- Create space for Academic Affairs and Students Affairs to work together on institutional strategies and initiatives (Provosts and Vice Presidents for Student Affairs)
- Support and encourage inter-institutional collaboration for mid-level academic and student affairs leaders
- Ongoing inter-institutional convening opportunities to hear national organizations and thought leaders
- Set benchmarks and goals for institutions using measurable outputs and outcomes
- System-wide professional development for faculty who want to engage students in complex thinking and problem-solving

As a follow-up to the Symposium and recommendations, the USM Board of Regents charged a Regents' Workgroup to develop a strategic plan and action recommendations. In May 2018, Regent Tom Slater presented the final report of the workgroup to the Regents: [*Civic Learning and Democratic Engagement \(2018\)*](#).

This report is an update on the campus-level and System-level work that has taken place over the past year.

Update: On November 8, 2019, USM hosted a System-wide *Civic Education/Civic Engagement* (CECE) workshop at the UMBC Tech Center South to bring [campus teams](#) together to report out on the campus-level progress on the three committees that came out of the Regents' Workgroup on Civic Education and Civic Engagement (2017-18):

- Carnegie Classification
- Curricular Integration
- Voting and Census

The workshop addressed three questions:

- What progress has been made on each campus with respect to the three committees?
- What are the major challenges you face on your campus related to civic education and civic engagement, and how can we problem-solve them together?
- What do institutions need to move this work forward on their campuses?

All USM institutions with undergraduate programs were represented at the CECE workshop by teams that included faculty, student affairs leaders, student leaders, and administrators, approximately 80 participants. The workshop was co-chaired by Dr. Karen Olmstead, Provost at Salisbury University; Dr. Nancy Young, Vice President for Student Affairs at UMBC; and Dr. Nancy Shapiro, Associate Vice Chancellor for Education and Outreach at the USM Office.

The day-long workshop included keynote address from Regent Linda Gooden, a student panel moderated by Regent Michelle Gourdine, and breakout groups facilitated by campus teams. The [complete agenda](#) is attached.

In addition to the highlights above, the [National Study of Learning Voting and Engagement \(NSLVE\)](#) presented the [most recent summary report on the voter registration and voting statistics for the USM](#).

[Highlights of the breakout sessions](#) can be found at the [USM Civic Engagement website](#).

Campus-Based Initiatives

Representatives from each participating institution collaborated in small teams to articulate (1) institutional priorities; (2) short- and long-term institutional goals; and (3) concrete next steps, specifying the tasks to perform, the parties responsible for each task, and the timeline for completing the tasks.

Many of the themes distilled from discussions in each break-out session (Census and Voting, Carnegie Classification, and Curriculum Integration) were also listed in the institutional action plans.

- **Carnegie Classification:** Many institutions named *Carnegie Community Engagement Classification* (“Carnegie Classification”) as a long-term goal. The application window opens every five years, and several teams laid out steps to take on the way to achieving this goal, including creating a campus committee and setting a deadline for beginning the application process. Towson University has earned the Community Engagement Classification, and UMB, UMBC, and Salisbury University applied for the classification in the 2020 cycle and are waiting to hear results. The next window opens in 2025.
- **Increased Student Voting:** In order to increase student voting, institutions discussed several possible strategies, such as (1) using the university as a polling place, (2) making Election Day a holiday, (3) holding an Election Day festival, and (4) seeking SGA support for student voting. The 2019 NSLVE Report confirmed a strong student voter registration and voting turnout across USM, an increase in 2018 elections of almost 24% over the voting rate in 2014 (attachment).
- **Census Work:** Promoting student participation in census activities and engaging in community census activities are already high priorities at several institutions. There was heightened interest in learning from the campuses that have begun census awareness programs. UMCP has a robust campus-wide committee that has begun meeting and has begun curating Census 2020 materials that will be shared with all interested campuses (e.g., [Census Outreach Materials](#) and [Resource Guide](#)).
- **Curriculum Integration:** Curriculum integration was listed as a high priority for every institution. Faculty participants benefited from examples of strategic plans and general education reform initiatives that were shared among campus teams. New-student orientation, ethics courses, debate programs, and team teaching were described as successful models. Participants also raised questions about how to expand opportunities for curricular integration across broader subject areas. The Curriculum Integration

Committee developed a tool, a "[Maturity Model](#)," for campuses to assess current civic education integration.

- **Faculty Involvement and Support:** Several institutional teams included methods for involving and supporting faculty members in civic education and civic engagement work on campus, all of which require institutional buy-in and active support. The methods most commonly named were (1) allocating resources, (2) providing recognition, and (3) distributing rewards.
- **Conduct Inventories, Broad Communication, and Dissemination:** Many teams reported that the civic education and civic engagement work across their campuses was disparate and often not even known to other civically-engaged individuals or programs. Participants agreed that it is important to conduct inventories of activities, skills, and resources, both on campus and within the community. This step is a necessary precursor to applying for Carnegie Classification and is a high priority for many teams, but it is both costly and time consuming.
- **Create Center or "Hub":** Creating a centralized place for information sharing and support was identified as an important step for several campuses that do not yet have an official (or even unofficial) campus center of activity. Such a campus center or "hub" could assume responsibility for conducting the campus inventories and dissemination of information that leads to Carnegie Classification. Institutions shared information about the mission, support, and work of the centers that currently exist across USM universities. [Salisbury's PACE Institute](#) is an example.
- **Strategic Plan:** An important part of obtaining institutional support for civic education and civic engagement work is to make it explicit in the university's strategic plan. Many teams also prioritized including student voices (such as through SGA) in the strategic plan and in the articulation of goals for civic education and civic engagement.

Next Steps

(1) All participating USM institutions agreed that the meeting was useful and requested that we meet again next year to assess progress and share what works. (2) Throughout the workshop, a continuing theme was the need for System-level seed money to incentivize campus innovations. For example, seed grants or mini grants to campuses, with required matching funding, could be used to provide professional development to faculty who want to build civic education into curriculum. (3) USM could provide opportunities for cross-institutional collaboration, especially drawing on established centers, such as Salisbury's Public Affairs and Civic Engagement (PACE) Institute, to promote best practices and jump-start similar programs across different campuses. (4) The USM Office of Academic and Student Affairs will explore grant funding to expand the opportunities for System-level support, and all agreed that some designated state-funding for this work would be put to good use.



USM Civic Education and Civic Engagement Workshop

November 8, 2019 | UMBC Technology Center, South Campus

FEATURED SPEAKERS



Dr. Linda Gooden, Chair, USM Board of Regents

Dr. Linda Gooden is the retired Executive Vice President, Lockheed Martin Information Systems & Global Services and Officer of the Lockheed Martin Corporation; and Member, GM, Home Depot, WGL, and ADP, Inc. Board of Directors. A champion for math, science and technology education, Dr. Gooden has served on several executive boards for Maryland institutions, including University of Maryland A. James Clark School of Engineering and Robert H. Smith School of Business Center for Electronic Markets & Enterprises; University of Maryland, Baltimore County, and Prince Georges' Community College Foundation, as well as the Maryland Business Roundtable for Education. In addition, Dr. Gooden contributed to the shaping of the Association of Governing Board's Advisory Statement, Reclaiming Higher Education's Leadership in Support of Civil Education (April 2019). She also serves on civic and business leadership boards, such as the Eisenhower Fellowships program, AFCEA International and the American Heart Association. Her many external awards include Maryland Business Hall of Fame, Corporate Board Top 50 Women in Technology, Greater Washington Contractor Awards' Executive of the Year, and U.S. Black Engineer and IT Black Engineer of the Year.



Prabhat Gautam, Data Manager for National Study of Learning, Voting, and Engagement (NSLVE), Institute for Democracy & Higher Education, Tufts University

Prabhat is the Data Manager at IDHE and works to maintain the NSLVE database. Prabhat supports the systematic processes of data management and analysis, as well as generation and dissemination of data in the service to colleges and universities interested in learning about their students' voting habits. He uses data visualization and data communication as a method to share research insights to higher education institutions, in order to bring system level change in the field of democratic engagement. Prabhat's interests include design and development of new research that seeks to explore questions of equity, diversity, and inclusion in political learning. He has an M.P.A from Cornell University and a B.A. from Kenyon College.



Dr. Michelle Gourdine, Secretary and Chair, Education Policy and Student Life Committee, USM Board of Regents

Dr. Michelle Gourdine is Interim Chief Medical Officer and Senior Vice President, Population Health and Primary Care for the University of Maryland Medical System (UMMS). She is a Clinical Assistant Professor in the Departments of Epidemiology and Preventive Medicine and Pediatrics at the University of Maryland School of Medicine, and a Senior Associate in the Department of Health Policy and Management at the Johns Hopkins Bloomberg School of Public Health. She is Secretary of the University System of Maryland Board of Regents and serves as Chair of the Committee on Education Policy and Student Life. She is also a member of the Horizon Blue Cross Blue Shield Board of Directors. Dr. Gourdine is former President of the Board of Directors of Maryland Chapter of the American Diabetes Association and is a former member of the UMMS Board of Directors, and of the Maryland Health Benefits Exchange Board.

PROGRAM

8:30 a.m. – 9:00 a.m.	Registration and Light Breakfast
9:00 a.m.– 9:15 a.m.	Welcome and Overview of the Day Main Seminar Rm <i>Nancy Shapiro</i> , Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education, University System of Maryland, <i>Karen Olmstead</i> , Provost & Senior Vice President for Academic Affairs, Salisbury University and <i>Nancy Young</i> , Vice President for Student Affairs, University of Maryland, Baltimore County
9:15 a.m. – 9:45 a.m.	Keynote Address Main Seminar Rm <i>Dr. Linda Gooden</i> , Chair, University System of Maryland Board of Regents, introduced by <i>Joann Boughman</i> , Senior Vice Chancellor of Academic and Student Affairs, USM
9:45 a.m. – 10:30 a.m.	Presentation of USM Analysis of the National Study of Learning, Voting, and Engagement (NSLVE) Main Seminar Rm <i>Prabhat Gautam</i> , Data Manager, Institute for Democracy & Higher Education, Tufts University
10:30 a.m. – 11:00 a.m.	Institutional Team Time Main Seminar Rm
11:00 a.m. – 11:10 a.m.	Break
11:10 a.m. - 12:30 p.m.	Institutional Sharing of Best Practices <i>Rooms as Assigned Below</i> Voting and Census Main Seminar Rm (side A) Facilitated by <i>Gloria Blackwell</i> , University of Maryland, College Park and <i>Natalie Scala</i> , Towson University Carnegie Classification Courtyard Room 2 nd Floor Facilitated by <i>Matthew Durrington</i> , Towson University, <i>Nancy Young</i> , University of Maryland, Baltimore County, and <i>Maarten Pereboom</i> , Salisbury University Curriculum Integration Main Seminar Rm (side B) Facilitated by <i>Karen Olmstead</i> , Salisbury University and <i>Michael Mathias</i> , Frostburg State University
12:30 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 1:40 p.m.	Student Perspectives: Civic Engagement and Civic Education Main Seminar Rm <i>Jordy Diaz</i> (TU), <i>Willow Goode</i> (UB), <i>Joshua Gray</i> (UMBC), <i>Harrison Leon</i> (SU), <i>Ar'Shaun Moore</i> (BSU), <i>Selena Rawlley</i> (UMD), <i>Serena Saunders</i> (UMD), and <i>Jonathan Townes</i> (TU) Moderated by <i>Dr. Michelle Gourdine</i> , Secretary and Chair, Committee on Education Policy & Student Life, University System of Maryland Board of Regents
1:40 p.m. – 2:30 p.m.	Institutional Team Time Main Seminar Room
2:30 p.m. – 3:00 p.m.	Institutional Report Out, Debrief, and Closing Main Seminar Rm Facilitated by <i>Karen Olmstead</i> , Provost & Senior Vice President for Academic Affairs, Salisbury University and <i>Nancy Young</i> , Vice President for Student Affairs, University of Maryland, Baltimore County

The University System of Maryland would like to thank the workshop planning committee for their contributions in framing the program structure and content.

PLANNING COMMITTEE

Nancy Shapiro (Co-Chair), Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education, University System of Maryland
Karen Olmstead (Co-Chair), Provost & Senior Vice President for Academic Affairs, Salisbury University
Nancy Young (Co-Chair), Vice President for Student Affairs, University of Maryland, Baltimore County
Gloria Blackwell, Director, Community Engagement, University of Maryland, College Park
Anthony Butler, Director, Center for Student Involvement, University of Baltimore
Scott Casper, Dean, College of Arts, Humanities and Social Sciences and Professor of History, University of Maryland, Baltimore County
Nathan Dietz, Senior Researcher, Do Good Institute, School of Public Policy, University of Maryland, College Park
Matthew Durlington, Professor and Director, International Studies, Department of Sociology, Anthropology and Criminal Justice, Towson University
Michael Hanmer, Professor & Director of Graduate Studies, Department of Government & Politics, University of Maryland, College Park
April Johnson, Dean of Student Life & Director, Career Development Center, Bowie State University
Mike Mathias, Interim Associate Provost, Frostburg State University
DeWayne Morgan, P-20 Program Director and Evaluator Teacher Education Initiatives, University System of Maryland
Rolande Murray, Assistant Professor, Assistant VP for Academic Operations, Coppin State University
Nancy Niemi, Provost and Vice President for Academic Affairs, University of Maryland, Eastern Shore
Ashley Valis, Executive Director, Office of Community Engagement, University of Maryland, Baltimore
Michael Webber, Coordinator, Institute for Public Affairs and Civic Engagement, Salisbury University
<i>The Planning Committee also wishes to thank edBridge Partners, LLC, for their help with this event.</i>

**NSLVE Student Voting Rates
in
University System of Maryland**

Data for Election Years: 2014, 2016 and 2018

National Study of Learning,
Voting, and Engagement
includes data from:

11

University System of
Maryland
Institutions

Reference Group in NSLVE:

498

4-Year Public Institutions

1046

Total NSLVE Institutions

40 million

Total NSLVE Students

List of NSLVE institutions in the System

BOWIE STATE UNIVERSITY

COPPIN STATE UNIVERSITY

FROSTBURG STATE UNIVERSITY

SALISBURY UNIVERSITY

TOWSON UNIVERSITY

UNIVERSITY OF BALTIMORE

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY

UNIVERSITY OF MARYLAND - COLLEGE PARK

UNIVERSITY OF MARYLAND EASTERN SHORE

UNIVERSITY OF MARYLAND-UNIVERSITY COLLEGE

UNIVERSITY OF MARYLAND, BALTIMORE

University System of Maryland			2019-11-05
	Election Year		
	2014	2018	2016
Total student enrollment	160,917	165,209	162,467
Ineligible to vote because too young	1,431	633	1,006
IPEDS estimated non-resident aliens	7,926	8,982	8,721
FERPA records blocked	422	806	840
Number of students who are registered	107,012	116,632	117,327
Number of students who voted	32,984	64,129	83,593
Total eligible students	159,057	163,757	160,609
Total eligible female students	25,549	52,498	30,938
Total eligible male students	28,097	51,386	31,671
Total eligible gender unknown	105,411	59,873	98,000
Gender data known (%)	34	63	39
Total eligible American Indian/ Alaskan Native students	18	233	22
Total eligible Asian students	331	7,909	389
Total eligible Black students	2,446	17,962	3,592
Total eligible Hispanic students	30	5,085	273
Total eligible Native Hawaiiin/Pacific Islander students	12	214	11
Total eligible Two or More racial identification	0	5,974	214
Total eligible White students	2,530	37,242	4,833
Total eligible race unknown	153,690	89,138	151,103
Race data known (%)	3	46	6

University System of Maryland

2019-11-05

+ 19.6

Percentage Point
Change in
Voting Rate

+ 4.1

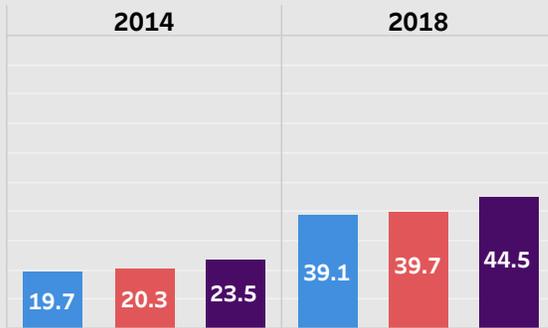
Percentage Point
Change in
Registration Rate

+ 23.9

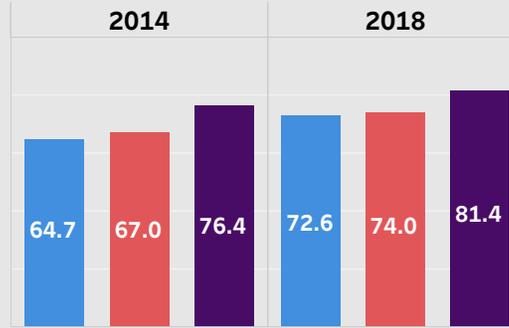
Percentage Point
Change in
Registered and Voted

- All NSLVE Institutions
- NSLVE 4-Year Public Institutions
- University System of Maryland

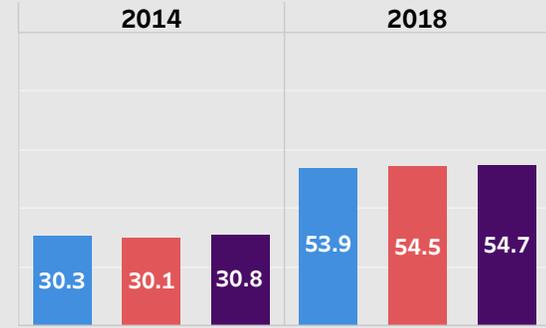
Voting Rate
(Institutional Level)



Registration Rate
(Institutional Level)

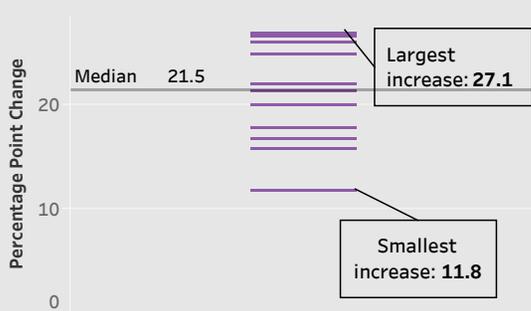


Registered and Voted
(Institutional Level)

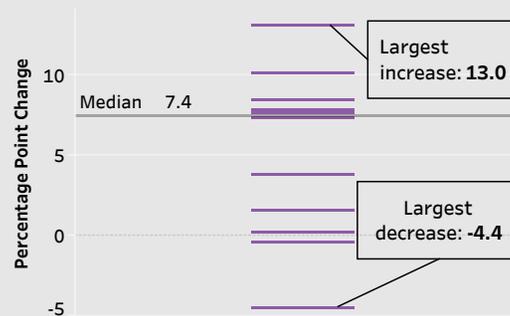


The change below shows individual institution level change for voting rates, registration rates and registered and voted rates

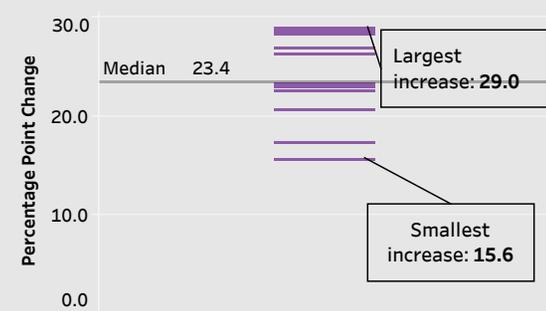
Change in Voting Rate among institutions



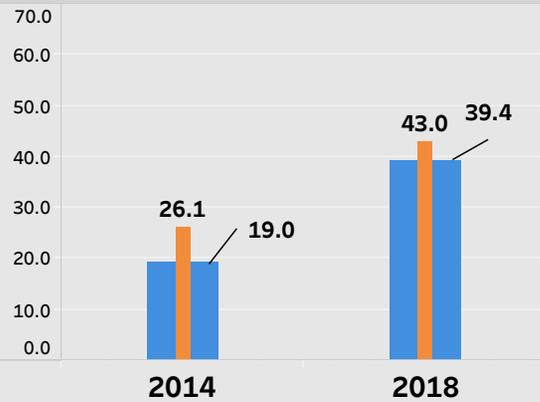
Change in Registration Rate among institutions



Change in Registered and Voted among institutions



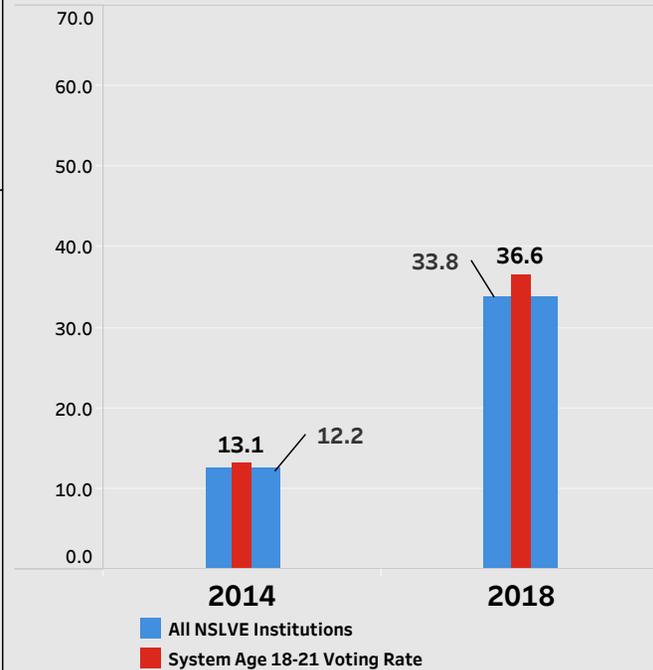
Voting Rate of Women
(Student Level)



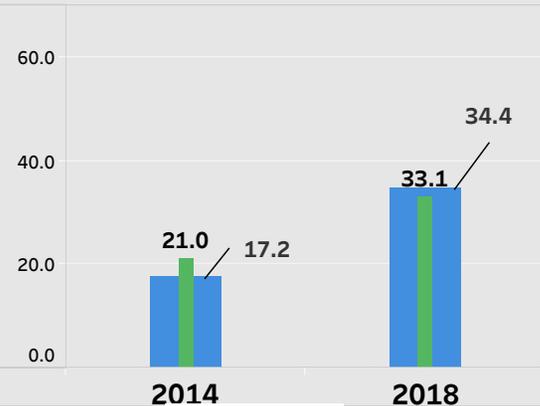
+16.9
Percentage Point
Change in
Voting Rate of Women

+23.5
Percentage Point
Change in
Voting Rate of Age 18-21

Voting Rate of Age 18-21
(Student Level)

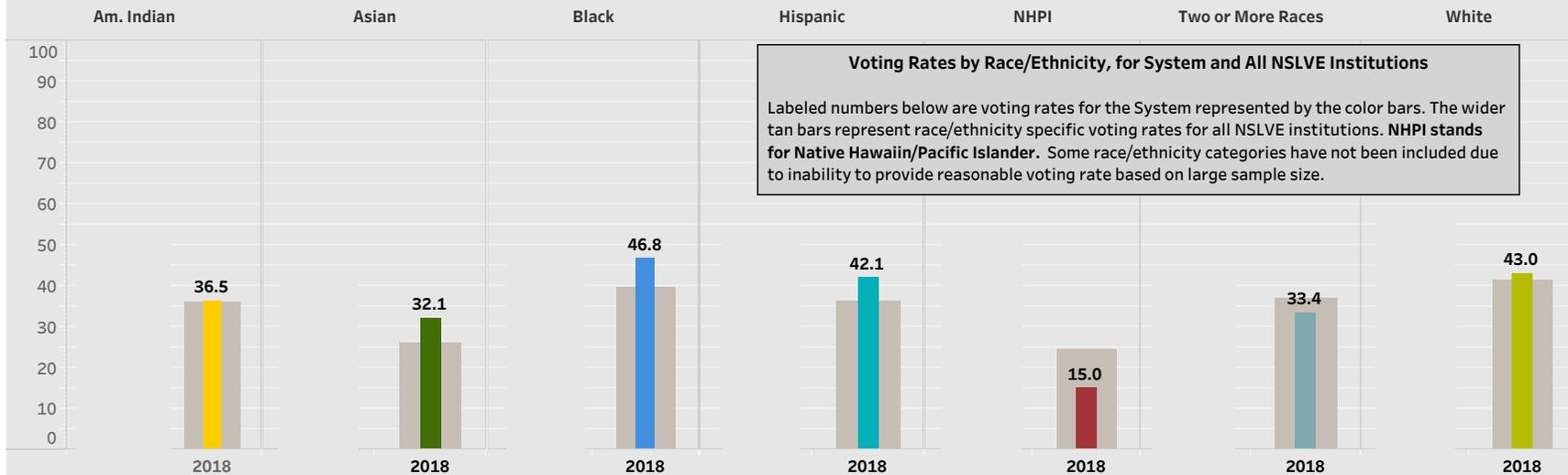


Voting Rate of Men
(Student Level)



+12.1
Percentage Point
Change in
Voting Rate of Men

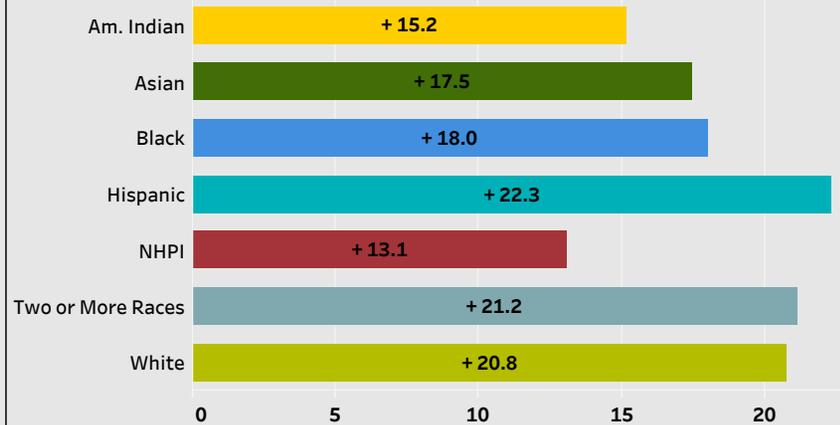
Gender data is available for 33.7 % of students in 2014 and 63.4 % students in 2018 for the institutions included in this report.



Voting Rates by Race/Ethnicity, for System and All NSLVE Institutions
 Labeled numbers below are voting rates for the System represented by the color bars. The wider tan bars represent race/ethnicity specific voting rates for all NSLVE institutions. NHPI stands for Native Hawaiiin/Pacific Islander. Some race/ethnicity categories have not been included due to inability to provide reasonable voting rate based on large sample size.

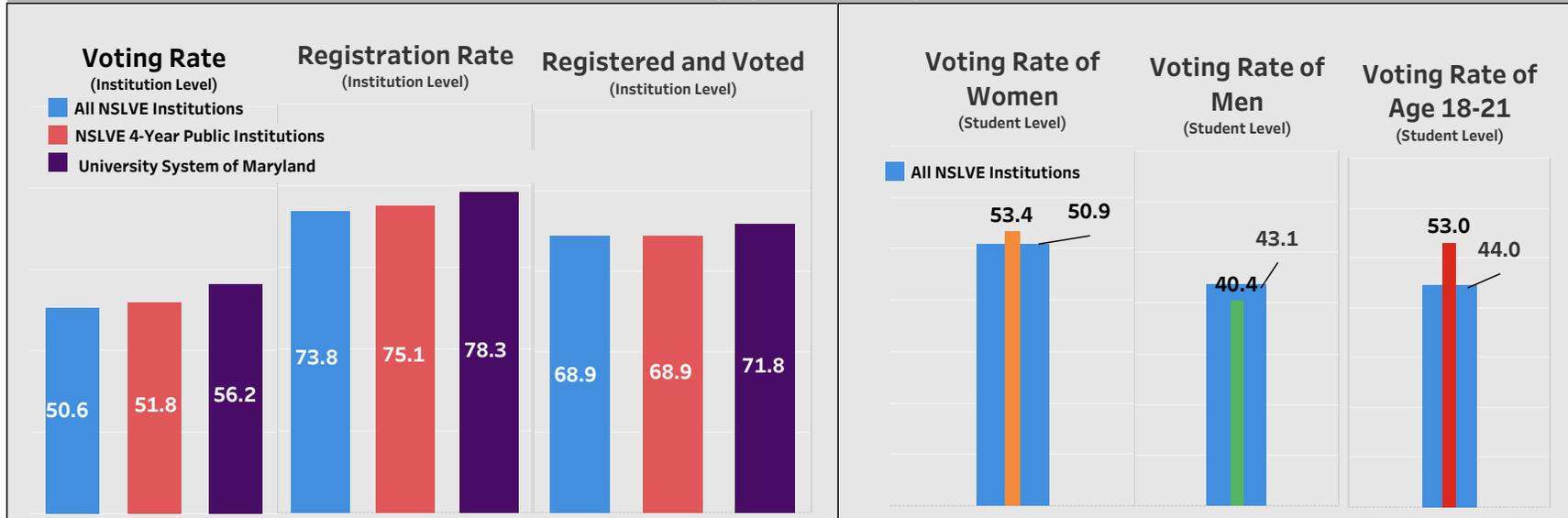
Percentage Points Change in Voting Rate in System

Percentage Points Change in Voting Rate- All Institutions



Race/ethnicity data is available for 3.4 % of students in 2014 and 45.6 % of students in 2018.

Election Year- 2016
University System of Maryland



Gender data is available for 39.0 % of students. Race/ethnicity data is available for 5.9 % of students.



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College of Civic Life

University System of Maryland

University System of Maryland (Student Level)							All Institutions (Student Level)						
(n) = number eligible							(n) = number eligible						
Business	Education	Health Professions	Humanities	Social Sciences	STEM		Business	Education	Health Professions	Humanities	Social Sciences	STEM	
2014	24.5%	29.0%	24.6%	13.7%	23.6%	18.6%	17.6%	27.5%	18.7%	18.8%	19.2%	15.5%	
2018	37.4%	50.9%	42.9%	32.7%	42.8%	35.9%	34.6%	47.0%	37.8%	38.8%	41.1%	34.4%	
2014 Highest Voting Rates				2014 Lowest Voting Rates			2014 Highest Voting Rates				2014 Lowest Voting Rates		
Library Science		47.9% (292)		Liberal Arts, Sciences, & Humanities		4.55% (4,177)	Library Science		47.4% (9,837)		Fitness Studies		11.4% (143,552)
Public Administration		41.8% (2,106)		Fitness Studies		11.57% (968)	Theology & Religious Vocations		31.0% (8,743)		Basic Skills Education		12.7% (4,792)
Legal Professions		37.8% (1,996)		Architecture		12.05% (332)	Public Administration		29.3% (141,945)		Biological & Biomedical Sciences		13.8% (410,248)
2018 Highest Voting Rates				2018 Lowest Voting Rates			2018 Highest Voting Rates				2018 Lowest Voting Rates		
Library Science		74.1% (270)		Liberal Arts, Sciences, & Humanities		13.8% (7,105)	Library Science		69.9% (13,009)		Health-Related Knowledge & Skills		28.7% (554)
Legal Professions		56.9% (1,927)		Transportation		25.8% (62)	History		51.3% (72,928)		Military Science & Leadership		24.4% (2,299)
Public Administration		55.5% (4,226)		Fitness Studies		30.5% (3,196)	Public Administration		50.9% (169,519)		Basic Skills Education		15.2% (5,359)
Largest Increases				Largest Decreases			Largest Increases				Largest Decreases		
Architecture		30.4%.p.					English Language & Litera..		27.3%.p.				
Family and Consumer/Human ..		26.2%.p.					Visual & Performing Arts		26.1%.p.				
Library Science		26.1%.p.					Communication & Journali..		24.9%.p.				

Fields of study data is available for 55.3 % students in 2014 and 99.6 % students in 2018 for the institutions included in this report page. %.p. above stands for percentage points.



These listed fields of study categories are generated from National Center for Education Statistics (NCES). For a complete list of fields of study for which we provide NSLVE data, refer to the appendix page. For more information on NCES, visit website: <https://nces.ed.gov>



Jonathan M. Tisch
College of Civic Life

Appendix- B

Complete List of Fields of Study in NSLVE

Agriculture	Culinary Services
Architecture	Fitness Studies
Area, Ethnic, Gender Studies	Library Science
Basic Skills Education	Mathematics & Statistics
Biological & Biomedical Sciences	Mechanic & Repair
Business, Management, & Marketing	Military Science & Leadership
Communication & Journalism	Multi/Interdisciplinary Studies
Communications Technologies	Natural Resources
Computer & Information Sciences	Other
Construction Trades	Philosophy
Education	Physical Sciences
Engineering	Precision Production
English Language & Literature	Psychology
Family and Consumer/Human Sciences	Public Administration
Foreign Languages & Literatures	Science Technologies/Technicians
Health Profession	Social Sciences
Health-Related Knowledge & Skills	Theology & Religious Vocations
History	Transportation
Law Enforcement	Unknown
Legal Professions	Visual & Performing Arts
Liberal Arts, Sciences, & Humanities	
Parks and Recreational Activities	



These listed fields of study categories are from National Center for Education Statistics (NCES). Visit NCES website: <https://nces.ed.gov> for more information.



Jonathan M. Tisch
College of Civic Life

Part of Tufts University's Jonathan M. Tisch College of Civic Life, the Institute for Democracy & Higher Education (IDHE) is an applied research center focused on college and university student political learning and engagement in democracy. IDHE researchers study student voting, equity, campus conditions for political learning, discourse, participation, and agency for underrepresented and marginalized students. We accomplish our goals by conducting research, producing practical resources, supporting institutions and the higher education community, and advocacy.

IDHE's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), is a service to colleges and universities that provides participating institutions with tailored reports of their students' voting rates. Launched in 2013 with 250 campuses, the study now serves more than 1,000 institutions in all 50 states and the District of Columbia. In addition to NSLVE, IDHE researches learning environments and practices of politically engaged campuses. From this line of study came *Election Imperatives*, a 2018 national report that offered practical recommendations for campus civic learning. IDHE is now higher education's leading source of data and support for college student political learning and participation.

About the Report

Reflecting the best available data for a specific set of institutions, this report provides estimated registration and voting rates based on students who were age-eligible to vote at the time of the election attending those institutions. We use enrollment records submitted by these institutions to the National Student Clearinghouse (FERPA-blocked records excluded) merged with publicly available voting files collected by Catalist. As with nearly all voting rate calculations, some ineligible voters are difficult to parse out, such as international or undocumented students. We do, however, adjust institutional level voting rates by deducting an estimated number of students who are nonresident aliens based on submissions to the Integrated Postsecondary Education Data System (IPEDS). For more information, visit our FAQ page: <https://idhe.tufts.edu/nslve/frequently-asked-questions>.

What to do next:

Use this data to help leaders, faculty, and students at your university system to catalyze change by improving their climates for political learning and participation. Refer to our report, "**Election Imperatives: Ten Recommendations to Increase College Student Voting and Improve Political Learning and Engagement in Democracy**" and our national report, "**Democracy Counts 2018: Increased Student and Institutional Engagement**".

Read **Democracy Counts 2018**, IDHE's national NSLVE report on the 2018 midterm election here: <https://idhe.tufts.edu/2018data>

Read **Election Imperatives** here: <https://idhe.tufts.edu/electionimperatives>

Partner with IDHE:

We are available to work with you to evaluate and improve student political learning, discourse, and participation. Contact us for in-person support, webinars, workshops and assessment at IDHE@tufts.edu.



BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: New Program 5-Year Enrollment Review

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 7, 2020

SUMMARY: As part of the ongoing program review process, the attached data has been updated with Fall 2019 enrollments. This information will provide the Committee with the actual enrollments in new programs approved since Fall 2015. It is important to note that not all programs are implemented in the year that they are approved. Dependent upon the date of the Board of Regents and MHEC approvals, recruitment and admission to the program may not begin in the next academic year. In other cases, admission to the program may not occur until the students have completed the required core courses, examinations, etc. and enrollments would be reported two years after implementation. With those caveats in mind, the enrollment data reflect the relative accuracy for the projected enrollment submitted with the program proposal and provides an opportunity to judge the long-term viability of a new program prior to its first periodic program review.

ALTERNATIVE(S): This report is for information only.

FISCAL IMPACT: This report is for information only.

CHANCELLOR'S RECOMMENDATION: This report is for information only.

COMMITTEE RECOMMENDATION: Information Only DATE: January 7, 2020

BOARD ACTION: DATE:

SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu
Ellen Herbst	301-445-1923	eherbst@usmd.edu

New Program Enrollment Review Fall 2015 to Fall 2019

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
CSU	120102	Health Sciences	Bachelor's	6/19/2015	40	0	78	0	141	0	215	91	215	117
FSU	210302	Adventure Sports Management	Bachelor's	2/13/2015	12	0	24	9	26	5	30	4	34	6
FSU	120100	Health Science	Bachelor's	4/10/2015	5	50	20	130	26	167	31	174	35	177
FSU	083300	Secondary Teacher Education	Bachelor's	4/10/2015	2	0	4	0	4	0	6	0	6	0
SU	083505	Athletic Training ^[1]	Master's	12/12/2014	12	0	24	5	24	8	24	13	24	14
TU	089911	Interdisciplinary Arts Infusion	Master's	9/19/2014	8	11	8	20	20	23	12	23	24	17
TU	050900	Marketing Intelligence	Master's	9/19/2014	5	8	8	26	10	46	15	36	15	28
TU	050901	Interactive Marketing	Post Bacc. Cert.	9/19/2014	5	2	9	3	12	0	15	1	15	0
UB	150901	Philosophy, Society and Applied Ethics ^[2]	Bachelor's	2/13/2015	10	0	19	8	30	17	39	21	45	34
UMBC	100502	Jazz Studies	Bachelor's	6/19/2015	22	0	22	0	22	13	22	13	22	10
UMBC	100501	Music Composition	Bachelor's	6/19/2015	14	0	14	3	14	10	14	12	14	9
UMBC	100503	Music Education	Bachelor's	6/19/2015	39	0	39	0	39	18	39	21	39	19
UMBC	100400	Music Performance	Bachelor's	6/19/2015	45	0	45	9	45	28	45	32	45	32
UMBC	100504	Music Technology	Bachelor's	6/19/2015	55	0	55	0	55	39	55	43	55	45
UMES	070210	Cybersecurity Engineering Technology ^[3]	Master's	4/10/2015	30	0	35	8	50	14	50	19	55	24
UMUC	070203	Cloud Computing Architecture ^[4]	Master's	2/13/2015	50	0	100	0	110	54	120	170	130	222
UMUC	082500	Learning Design and Technology ^[5]	Master's	6/19/2015	15	0	34	20	43	61	53	87	63	93

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] Athletic Training M.S. anticipated 19 students in the program in Fall 2019.

[2] The PSAE program has been renamed (approval from MHEC received 12/11/18) to Philosophy, Law and Ethics (PLE). A comparable program, Jurisprudence, was being suspended and students were encouraged to transfer to the renamed PLE. The renamed/combined major was expected to approach 70 enrollments. However, UB slightly overestimated projected enrollment enrollment, but it was within 75% of projected demand. We anticipate enrollment to be approximately 35-40 students in Fall 2020.

[3] UMES Cybersecurity Engineering Technology MS is showing steady increases in enrollment over time. While not yet at the level projected in Fall 2019, we anticipate that our revised recruitment strategy will result in our hitting projected enrollment in the future.

[4] UMGC Cloud Computing Architecture launched in Fall 2017 with enrollments that were approximately 50% of the projected enrollment.

[5] UMGC Learning Design and Technology launched in Fall 2016 with actual enrollments that were 50% of the projected. Since Fall 2016, enrollments have exceeded projections.

Updated : December 2019 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2016 - Fall 2020

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
UMB	120100	Palliative Care ^[1]	MS	6/10/2016	20	0	50	61	63	119	64	108	68	
UMCP	070101	Information Science	BS	10/6/2015	50	91	100	367	150	709	200	959	200	
UMCP	050300	Business Analytics	MS	4/15/2016	30	0	30	74	40	161	41	209	42	
UMCP	210200	Public Policy ^[2]	BA	6/10/2016	50	0	100	78	200	162	300	219	300	

[1] The M.S. in Palliative Care has exceeded its projected enrollment beginning in Fall 2017

[2] UMCP BA in Public Policy: Primary major headcount in Fall 2019 was 219, but count of all majors (including double majors) was 268

Updated : December 2019 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2017 - Fall 2021

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
SU	020600	URBAN AND REGIONAL PLANNING	BS	9/20/2016	17	7	18	15	24	20	25		25	
UMB	149900	CYBERSECURITY LAW ^[1]	MS	9/20/2016	28	20	68	34	113	29	142		167	
UMB	149901	HOMELAND SECURITY AND CRISIS MANAGEMENT LAW ^[2]	MS	9/20/2016	28	13	68	23	113	20	142		167	
UMCP	170300	QUANTITATIVE FINANCE	MS	1/17/2017	100	148	100	142	100	130	100		100	
UMCP	121404	ENVIRONMENTAL HEALTH SCIENCES ^[3]	MS/PHD	1/17/2017	15	0	15	4	15	11	15		15	
UMUC	050610	HOMELAND SECURITY AND CRISIS MANAGEMENT LAW ^[4]	BS	11/15/2016	125	204	325	508	500	667	675		850	
UMUC	050629	TRANSFORMATIONAL LEADERSHIP ^[5]	MS	1/17/2017	25	0	53	0	63	37	73		83	
UMBC	049901	TRANSLATIONAL LIFE SCIENCE TECHNOLOGY	BS	11/15/2016	16	0	36	0	54	16	71		87	
FSU	120300	NURSE PRACTITIONER WITH CONCENTRATIONS IN FAMILY NURSE PRACTITIONER AND PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER	MSN	3/28/2017	10	23	20	35	35	56	45		60	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The UM School of Law overestimated projected enrollment for Cybersecurity Law and anticipates Fall Class sizes to be approximately 30 students beginning Fall 2020.

[2] The UM School of Law overestimated projected enrollment for Homeland Security and Crisis Management Law and anticipates Fall Class sizes to be approximately 25 beginning Fall 2020

[3] UMCP MS/PhD in Environmental Health Sciences: Students are transitioning from Toxicology to this program. Combined enrollment was 14 in Fall 2019. The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[4] UMGC Actual enrollments for Homeland Security have exceeded the projected enrollments each term.

[5] UMGC Transformational Leadership launched in Spring 2019, and actual enrollments were 50% of the projected enrollment in Fall 2019.

Updated : Decmber 2019 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2018 - Fall 2022

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
FSU	120101	PHYSICIAN ASSISTANT STUDIES ^[1]	MMS	6/22/2018	0	0	25	25	25		25		25	
TU	120802	ENTRY LEVEL OCCUPATIONAL THERAPY ^[2]	PHD	2/9/2018	0	0	40	19	40		40		40	
TU	120803	(POST-PROFESSIONAL) OCCUPATIONAL THERAPY ^[3]	PHD	2/9/2018	25	4	25	20	25		25		25	
TU	179900	ACTUARIAL SCIENCE & PREDICTIVE ANALYTICS	MS	6/22/2018	5	0	10	5	15		15		25	
TU	082700	TRANSFORMATIONAL EDUCATIONAL LEADERSHIP ^[4]	MS	6/22/2018	n/a	0	n/a	82	n/a		n/a		n/a	
UMB	121411	HEALTH AND SOCIAL INNOVATION ^[5]	MS	12/15/2017	14	0	20	6	24		24		24	
UMUC	050101	BUSINESS ADMINISTRATION ^[6]	PHD	6/22/2018	0	0	55	110	112		168		179	
UMUC	050631	ACQUISITION AND CONTRACT MANAGEMENT ^[7]	MS	10/20/2017	50	0	103	0	113		123		133	
UMUC	079901	CYBER OPERATIONS ^[7]	MS	10/20/2017	50	0	103	0	113		123		133	
UMUC	050630	STRATEGIC COMMUNICATIONS ^[7]	MS	10/20/2017	25	0	53	0	63		73		83	

Note: All enrollments are the students' primary major as reported in the MHEC EIS files. Administrative coding changes at campuses may lag actual program enrollment in initial years.

[1] The implementation date for the FSU Physician Assistant Studies program was Summer 2019.

[2] The implementation date for the TU Entry Level Occupational Therapy program was Summer 2019.

[3] The title of the proposed program, as submitted to MHEC, was Post Professional Occupational Therapy Doctorate. MHEC's title of the program is Occupational Therapy Doctorate.

[4] No projected enrollment numbers were provided for TU's Transformational Educational Leadership program. The program is a new instructional program within existing resources.

[5] The M.S. in Health and Social Innovation launched in Fall 2019 and had a late start in marketing and recruitment. It is expected that by Fall 2020, the degree program will hit projected enrollment.

[6] The implementation date for the UMUC Business Administration Program was Spring 2019. Actual enrollments exceeded 50% of the projected enrollment in Fall 2019.

[7] UMGC Acquisition and Contract Management, Cyber Operations, and Strategic Communications have not yet launched, Fall 2019.

Updated : December 2019 -- University System of Maryland Office of Institutional Research

New Program Enrollment Review Fall 2019 - Fall 2023

Inst.	HEGIS	Program Name	Degree Level	Approved	Enrollments									
					Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
					Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
BSU		Chemistry	BS	6/21/2019	13		25		38		50		63	
FSU		Exercise and Sports Science / Athletic Training	BS / MS	2/22/2019	10		10		10		10		10	
FSU	083506	Athletic Training	MS	2/22/2019	2	0	23		35		38		41	
TU	100801	Dance Education	Ma	6/21/2019	10	0	20		20		20		10	
TU	100402	Music Pedagogy	MM	6/21/2019	3	0	3		4		4		5	
TU	081100	Gifted and Creative Education	Med	2/22/2019	10	0	20		30		30		30	
UB	079900	Cybersecurity Management ^[1]	MS	12/14/2018	10	0	30		40		45		55	
UMB		Accelerated Health Science / Health Science with AOC in Physician Assistant ^[2]	BS / MS	12/14/2018	73		111		76		76		76	
UMB		Clinical Dental Hygiene Leader ^[3]	BS / MS	12/14/2018	4		10		12		12		12	
UMB	019900	Medical Cannabis Science and Therapeutics ^[4]	MS	6/21/2019	26	148	37		42		21		53	
UMB	129903	Health Professions Education ^[5]	PhD	2/22/2019	6	0	12		18		18		18	
UMBC		Middle Grades STEM Education	BS	2/22/2019	15		34		49		60		65	
UMCP	150902	Philosophy, Politics, and Economics ^[6]	BA	2/22/2019	25	3	50		90		110		110	
UMCP	079900	Embedded Systems and Internet of Things ^[7]	BS	2/22/2019	25	0	50		100		125		150	
UMCP	209900	Human Development ^[8]	BS	2/22/2019	40	0	80		125		125		125	
UMCP	042500	Neuroscience ^[8]	BS	2/22/2019	155	0	360		520		520		520	
UMCP	220401	Applied Economics ^[9]	MS	4/19/2019	15	2	15		15		15		15	
UMCP	220601	Geospatial Information Sciences ^[10]	MS	4/19/2019	40	46	40		40		40		40	
UMCP	220602	Geospatial Intelligence ^[11]	MS	4/19/2019	20	10	26		37		45		45	

[1] UB's MS in Cybersecurity Management begins in Fall of 2020 and is expected to meet projected enrollment.

UMB the BS/MS Accelerated Health Science/AOC in Physician Assistant begins in Fall of 2020 at AACC. Current enrollment in the PA program was 78 students in Fall 2019. (Without

[2] the MHEC generated HEGIS Code, USM could not track enrollment.)

[3] UMB the BS/MS Clinical Dental Hygiene Leader program begins in Fall 2020 and is expected to meet projected enrollment.

[4] UMB the MS Medical Cannabis Science and Therapeutics program has substantially exceeded projected enrollments and will continue to do so into the foreseeable future.

[5] UMB the PhD Health Professions Education begins in Fall 2020 and is expected to meet projected enrollment.

[6] UMCP BA in Philosophy, Politics, and Economics: The Fall 2019 primary major count was 3, Count of all majors is 6 (includes double majors). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[7] UMCP BS in Embedded Systems and Internet of Things: anticipated program start is Fall 2020, program is to be at Shady Grove

[8] UMCP anticipated program start date is Fall 2020

[9] UMCP MS in Applied Economics: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 89 (54 at the DC location and 35 on campus). The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[10] UMCP MS in Geospatial Information Sciences: This is a transition in credential from MPS to MS. The MPS/MS combined Fall 2019 enrollment was 46 as noted. The enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

[11] enrollment count reported in the table was based only on the count of students included in the campus's MHEC EIS with the MHEC approved HEGIS Code.

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Results of Periodic Reviews of Academic Programs**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Tuesday, January 7, 2020

SUMMARY: At its meeting in June 2003, the Board of Regents delegated to the Chancellor the authority to approve institutional reports on the review of existing academic programs. Existing academic programs are required to submit a report every seven years. Each USM institution follows a review process that was approved previously by the Regents. A format for the reports are standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions.

The periodic program review process includes an internal self-study that is conducted by the program at the departmental level. The self-study is reviewed by external reviewers who then submit a report that becomes a part of the draft full periodic program review report. The respective dean for the program and the provost review the draft full report prior to submission to USM.

Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs and comments are shared with the institutions for appropriate action prior to final submission to the Chancellor. Comments may include requests for additional information or the need for additional action following program accreditation reviews.

The reports demonstrate the seriousness with which the reviews are taken. Institutional action plans are decided upon primarily by the provost or dean, both of whom are responsible to monitor academic quality and productive use of resources. The following narratives and data tables provide information on enrollment and degrees awarded during the five years prior to the submission of the report.

Copies of the complete program review summaries are available from the USM Office of Academic and Student Affairs.

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: January 7, 2020

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

EMAIL: jboughman@usmd.edu

2019 Periodic Review of Academic Programs Summary

Existing academic programs are required to submit a report every seven years. A format for the reports is standardized and includes information on enrollments and degrees awarded, internal and external reviews, and institutional recommendations and actions. Drafts of each report are reviewed by staff in the USM Office of the Senior Vice Chancellor for Academic and Student Affairs and comments are shared with the institutions for appropriate action prior to final submission to the Chancellor. A total of 138 academic programs were reviewed during the 2018-2019 period program review period.

Number of Programs Reviewed

Associate's:	0 ^[1]
Bachelor's:	55
Master's:	42
Doctorate:	20
Certificates:	21

[1] The University of Maryland Global Campus is the single USM institution approved by the Maryland Higher Education Commission (MHEC) to offer the Associate's degree.

Results of Program Accreditation Reviews

Bowie State University

The Department of Nursing B.S. in Nursing program in the College of Professional Studies completed a reaccreditation review by the Accreditation Commission of Education in Nursing (ACEN) in AY 2018-2019. The enrollments and degrees awarded for the Bowie State University B.S. in Nursing are included in this report.

Coppin State University

The Department of Management and Marketing B.S. in Management and B.S. in Marketing programs and the Department of Accounting and Management Information Systems B.S. in Management Information Systems program in the College of Business completed reaccreditation reviews by the Accreditation Council for Business Schools and Programs (ACBSP) in AY 2018-2019.

The Department of Instruction Leadership and Professional Development M.Ed. in Contemporary Educational Leadership in the School of Education within the College of Arts and Sciences and Education completed a reaccreditation review by the Council for Accreditation of Education Professionals (CAEP) in AY 2018-2019.

The enrollments and degrees awards for the aforementioned Coppin State University programs are included in this report.

Frostburg State University

The Department of Kinesiology and Recreation in the College of Education completed two (2) program reaccreditation reviews in AY 2018-2019. The programs are 1) B.S. in Athletic Training reviewed by the Commission on Accreditation of Athletic Training Education (CAATE); and 2) B.S. in Health and Physical Education reviewed by the National Council of Accreditation of

Teacher Education/National Association for Sport and Physical Education (NCATE/NASPE) and National Council for Accreditation of Teacher Education/American Association for Higher Education (NCATE/AAHE).

The Department of Educational Professions in the College of Education completed five (5) program reaccreditation reviews in AY 2018-2019. The programs are 1) B.S. in Early Childhood/Elementary Education reviewed by the National Association for the Education of Young Children (NAEYC), Maryland State Department of Education (MSDE), and National Council for Accreditation of Teacher Education (NCATE); 2) B.S. in Elementary Education and M.A.T. in Elementary Education reviewed by the Association for Childhood Education International (ACEI); 3) M.A.T. in Secondary K-12 reviewed by the Council for the Accreditation of Educator Preparation (CAEP); and 4) Master of Education (M.Ed.) reviewed by the National Council for Accreditation of Teacher Education (NCATE).

The Department of Nursing M.S. in Nursing in the College of Liberal Arts and Sciences completed a reaccreditation review in AY 2018-2019 by the Commission on Collegiate Nursing Education (CCNE).

The enrollments and degrees awards for the aforementioned Frostburg State University programs are included in this report.

Towson University

The Department of Theatre Arts B.F.A. in Acting, B.A./B.S. in Theatre Arts, and M.F.A. in Theatre Arts programs in the College of Fine Arts and Communication completed reaccreditation reviews in AY 2018-2019 by the National Association of Schools of Theatre (NAST).

The Department of Computer and Information Sciences in the College of Science and Mathematics completed twelve (12) reaccreditation reviews by the Accreditation Board for Engineering and Technology (ABET) in 2017. The programs are B.S. in Applied Information Technology, M.S. in Applied Information Technology, B.S. in Computer Science, M.S. in Computer Science, B.S. in Information Systems, D.Sc. in Information Technology, P.B.C. in Database Management Systems, P.B.C. in Information Security and Assurance, P.B.C. in Information Systems Management, P.B.C. in Internet Application Development, P.B.C. in Networking Technologies, and P.B.C. in Software Engineering.

The Department of Nursing B.S.N. in Nursing, M.S.N. in Nursing, and P.B.C. in Nursing Education in the College of Health Professions completed reaccreditation reviews by the Commission on Collegiate Nursing Education (CCNE) in 2018.

The enrollments and degrees awards for the aforementioned Towson University programs are included in this report.

University of Baltimore

The School of Health and Human Services B.S. in Health Systems Management in the College of Public Affairs completed a reaccreditation review in 2018 by the Association of University Programs in Health Administration (AUPHA). The enrollments and degrees awarded for the B.S. in Health Systems Management are included in this report.

University of Maryland, College Park

The School of Theatre, Dance and Performance Studies B.A. in Dance and M.F.A. in Dance programs completed reaccreditation reviews in 2019 by the National Association of School of Dance (NASD). The enrollments and degrees awarded for the B.A. in Dance and M.F.A. in Dance are included in this report.

University of Maryland Eastern Shore

The Department of Engineering and Aviation Sciences B.S. in Engineering in the School of Business and Technology completed a reaccreditation review in 2019 by the Accreditation Board for Engineering and Technology (ABET).

The Department of Hospitality and Tourism B.S. in PGA Golf Management completed a reaccreditation review in 2018 by the PGA of American.

The Department of Physical Therapy D.P.T. in Physical Therapy in the School of Pharmacy and Health Profession completed a reaccreditation review in 2018 by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The enrollments and degrees awarded for the B.S. in Engineering, B.S. in PGA Golf Management and D.P.T. in Physical Therapy are included in this report.

Low Degree Productivity

MHEC Definition

Bachelor's: < 5 in most recent year or a total of 15 in last three years

Master's: < 2 in most recent year or a total of 6 in last three years

Doctorate: < 1 in most recent year or a total of 3 in last three years

By the aforementioned definition, thirteen (13) programs are considered to demonstrate "low productivity." The following brief summaries highlight the strategies being undertaken by the identified programs to address low enrollment and the low number of degrees awarded.

Coppin State University

The Dance program (B) faculty reported an action plan that includes 1) the hiring of a full-time tenure track faculty member to increase course offering, 2) establish articulation agreements with community colleges to increase the enrollment of transfer students, and 3) engage the National Association of Dance Schools (NADS) to conduct an external audit to align the curriculum to seek accreditation, and 4) collaborate with the Coppin Visual and Performing Arts programs to increase the visibility of the Dance Program.

The Management Information Systems (B) and Marketing (B) programs faculty in the departments of Accounting and Management Information Systems, and Management and Marketing reported action plans that include 1) annual reviews of the curriculum with defined timelines to implement recommendations, 2) early registration opportunities for student to increase retention, 3) expand social media and other media outlets to market the programs, and 4) establish certificate program offerings within the next year.

The Mathematic program (B) faculty in the Department of Mathematics and Computer Science reported an action plan that includes enhancing 1) student advising protocols, 2) student research opportunities with faculty, 3) curriculum audits, 4) student performance using innovative

assessment instruments, and 5) outreach and partnership activities with other academic departments on campus.

The Contemporary Educational Leadership program (M) faculty in the Department of Instructional Leadership and Professional Development reported an action plan that includes 1) conducting regular assessments of course offerings to meet graduate students availability, 2) offering Leadership Institutes to BCPS teachers, and 3) establishing additional MOUs with public schools.

University of Maryland Baltimore County

The Chemistry Education (B), Biochemistry and Molecular Biology (M), and Biochemistry (D) programs faculty in the Department of Chemistry and Biochemistry reported an action plan that includes 1) the identification of research and pedagogical strength areas to be enhanced, 2) implement a strategic hiring plan to replace and expand existing faculty in the department, 3) address issues related to graduate student recruitment and retention, 4) continued advocacy to increase resources to improve research and teaching, 5) investment in existing initiatives for students, 6) the establishment of an Innovation Council with local industry, and 7) further development faculty mentoring plan. The Ph.D. Biochemistry is a joint program with the University of Maryland School of Medicine. Furthermore, the two students awarded the M.S. in Biochemistry and Molecular Biology started in the Ph.D. program but completed only the M.S. The faculty report that the enrollment pathway of students is into the Ph.D. and that pathway is why there is a zero enrollment in the M.S. in Biochemistry and Molecular Biology for the last five years. However, it is most beneficial to have the M.S. program available to students.

The Environmental Engineering program (M) faculty in the Department of Chemical, Biochemical and Environmental Engineering reported an action plan that includes 1) data collection, record handing, and communication processes for prospective students, 2) a new graduate student recruitment and admissions coordinator hired in January 2019, and 3) new marketing materials focused on Environment Engineering and the improvement of the Graduate Program website by November 2019.

The Computational Thermal/ Fluid Dynamics (PBC) program, Integrated Product Development and Manufacturing (PBC) program, and Mechatronics (PBC) program faculty in the Department of Mechanical Engineering report an action plan that includes 1) the development of a five-year strategic goals plan, 2) in the next 2-3 years replace faculty in robotic, controls systems, and autonomous systems as a result of faculty leaving the university rendering the programs unable to offer some courses for the last several years, 3) the establishment of further partnerships with local national research laboratories, and 4) creations of faculty-initiated strategies to recruit graduate students and to host recruitment events with the Graduate School and College of Engineering and Information Technology.

The Technical Management Track in the Master of Professional Studies (MPS) program faculty in the Department of Computer Science and Electrical Engineer reported that there is no issue of low productivity for the overall Master of Professional Studies program that includes multiple tracks. The faculty continue to have an action plan for the MPS program that includes 1) a more integrated process with campus admissions on decisions and strategic enrollment, 2) connections with companies involved with the College of Engineering and Information Technology, 3) better onboarding of adjunct faculty, and 4) improved communications with faculty governance committee.

2018-2019 Periodic Review of Academic Programs

Bowie State University										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
English (B)	57	9	63	6	61	6	75	9	63	18
English Literature (M)	27	1	22	3	22	1	23	1	15	3
Nursing (B)	295	84	258	86	218	112	200	50	156	58
Notes: 1. B.A. in English faculty reported developing an online advising system, posting general education requirements on the departmental website, increasing online course options, expanding travel opportunities for students, hiring more tenure-track faculty and continuing the development of a major and minor in cultural studies to further increase enrollment and degree productivity. 2. B.S. in Nursing program completed a reaccreditation review by the Accreditation Commission of Education in Nursing (ACEN) in AY 2018-2019. 3. M.A. in English Literature faculty reported that to increase low enrollment and graduation rates the program will make revisions to the curriculum and seek funding opportunities for students.										

Coppin State University										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Accounting (B)	60	8	49	10	54	8	44	8	46	9
Addiction Counseling (M)	44	12	54	11	63	5	71	16	69	18
Applied Psychology (B)	165	55	178	49	171	64	172	64	155	50
Contemporary Educational Leadership (M)	3	1	10	1	8	1	11	0	8	1
Computer Science (M)	56	7	58	3	60	5	64	4	55	10
Dance (B)	12	0	24	2	30	1	24	4	24	2
English Language and Literature (B)	32	5	26	7	17	10	17	1	23	8
Interdisciplinary Studies (B)	41	28	49	17	41	26	39	24	28	17
Management (B)	149	5	161	20	161	20	14	20	151	24
Management Information Systems (B)	17	2	22	1	25	1	26	5	19	4
Marketing (B)	23	1	41	3	34	6	38	0	26	7
Mathematics (B)	22	3	18	5	14	3	9	2	6	3
Rehabilitation Services (B)	26	6	26	4	23	11	30	4	26	3
Notes: 1. B.A. in Dance program reported action plan is to hire a full-time tenure track faculty member, establish student transfer articulation agreements with community colleges, seek National Association of Dance Schools (NADS) accreditation, and collaborate with the Coppin Visual and Performing Arts programs to increase program visibility. 2. B.S. in Management, B.S. in Marketing programs and B.S. in Management Information Systems completed a reaccreditation review by the Accreditation Council										

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

2018-2019 Periodic Review of Academic Programs

for Business Schools and Programs (ACBSP) in AY 2018-2019. As a result of the review of the B.S. in Marketing and B.S. in Management Information Systems an action plan to conduct an annual curriculum review with timelines, early registration opportunities for students, expansion of social media and other media outlets to market the programs, and to create new certificate programs.

3. B.S. in Mathematic program action plan includes enhancing student advisement protocols, faculty/student research opportunities, curriculum audits, student performance using innovative assessment tools, and outreach and partnership activities with other academic departments.
4. M.Ed. in Contemporary Educational Leadership program completed a reaccreditation review by the Council for Accreditation of Education Professionals (CAEP) in AY 2018-2019. As a result of the review of the M.Ed. in Contemporary Educational Leadership program an action plan was established to conduct regular assessments of course offerings to meet graduate students availability, provide Leadership Institutes for BCPS teachers, and establish MOUs with public schools.

Frostburg State University										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Athletic Training (B)	92	13	108	5	74	10	80	11	76	8
Computer Information Systems (B)	27	5	35	12	30	9	27	4	30	10
Early Childhood Education (B)	211	55	180	61	190	44	190	39	203	51
Education (M)	203	75	216	91	234	64	235	69	227	69
Educational Leadership (D)	69	0	74	9	78	1	82	12	69	21
Elementary Education (B)	81	22	56	16	44	18	39	7	38	5
Elementary Middle School Dual Certificate (B)	17	0	53	0	45	7	45	12	48	7
Engineering (B)	190	18	185	23	175	22	162	38	167	37
Health & Physical Education (B)	65	7	57	14	54	6	63	6	51	10
Information Technology (B)	67	29	83	22	94	14	84	20	84	17
Nursing (M)	10	0	23	0	11	0	23	12	35	11
Physics (B)	29	12	23	10	19	11	13	4	12	4
Teaching, Elementary Education (M)	19	19	19	16	5	17	8	5	7	8
Teaching Secondary K-12 (M)	11	12	15	7	17	11	10	13	12	7

Notes: 1. B.S. in Athletic Training program completed a reaccreditation review by the Commission on Accreditation of Athletic Training Education (CAATE) in AY 2018-2019.
 2. B.S. in Health and Physical Education completed reaccreditation reviews by the National Council of Accreditation of Teacher Education/National Association for Sport and Physical Education (NCATE/NASPE) and National Council for Accreditation of Teacher Education/American Association for Higher Education (NCATE/AAHE) in AY 2018-2019.
 3. B.S. in Early Childhood/Elementary Education completed reaccreditation reviews by the National Association for the Education of Young Children (NAEYC), Maryland State Department of Education (MSDE), and National Council for Accreditation of Teacher Education (NCATE) in AY 2018-2019.
 4. B.S. in Elementary Education and M.A.T. in Elementary Education completed a reaccreditation review by the Association for Childhood Education International (ACEI) in AY 2018-2019. As a result of the reviews an action plan was developed for the B.S. in elementary Education that includes establishing new

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

2018-2019 Periodic Review of Academic Programs

recruitment and retention activities, conducting a contractual faculty conversion feasibility study, provide new technologies to advance student experiences, support faculty development, and expand relationships with teachers, students and schools. The action plan for the M.A.T in Elementary Education includes curriculum revisions, exploring funding opportunities for students, provide ongoing support for adjunct faculty, supervisor and mentor pools, and explore opportunities for micro-credentials.

5. Master of Arts in Teaching (M.A.T.) in Secondary K-12 completed a reaccreditation review by the Council for the Accreditation of Educator Preparation (CAEP) in AY 2018-2019. As a result of the review the action plan includes revisions to the curriculum, and establish regular assessment cycles for the program.

6. Master of Education (M.Ed.) completed a reaccreditation review by the National Council for Accreditation of Teacher Education (NCATE) in AY 2018-2019

7. M.S. in Nursing in the College of Liberal Arts and Sciences completed a reaccreditation review by the Commission on Collegiate Nursing Education (CCNE) in AY 2018-2019.

8. B.S. in Physics reported an action plan that includes implementation of a 5-year plan, revise curriculum, seek funding to incorporate research into the curriculum, and explore feasibility for tracks in medical physics, and physics teacher.

Salisbury University										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Earth Science (B)	32	19	31	6	39	7	30	11	49	9
Geography (B)	100	38	97	23	105	35	93	31	92	34
GIS Management (M)	7	9	16	3	18	5	17	9	12	12

Note: 1. As a result of the reviews of the B.S. in Earth Science, B.S. in Geography and M.S. in GIS Management programs an actions plan to serve more students recommended an increase in staff, space and equipment, add new courses and update curriculum, expand graduate program into the DC/Metro area, and advance the presence and importance of programs on the Delmarva peninsula.

Towson University										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Acting (B)	54	8	69	7	78	13	69	21	80	12
Applied Information Technology (B)	328	79	374	93	453	97	510	113	582	132
Applied Information Technology (M)	267	105	216	114	216	70	197	88	204	65
Biology (B)	908	155	894	165	955	166	1037	169	1130	182
Biology (M)	46	20	44	18	37	22	46	14	47	16
Computer Science (B)	523	66	614	64	665	83	777	96	846	127
Computer Science (M)	184	40	150	47	137	56	137	50	136	40
Database Management Systems (PBC)	9	29	13	39	45	20	47	28	34	22
Information Security and Assurance (PBC)	17	42	19	38	68	23	52	31	63	19

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

2018-2019 Periodic Review of Academic Programs

Information Systems (B)	192	55	188	54	207	38	196	53	194	40
Information Systems Management (PBC)	25	19	18	33	61	19	58	28	52	15
Information Technology (D)	66	7	71	12	64	10	67	13	67	10
Internet Application Development (PBC)	9	5	3	7	16	2	20	4	25	2
Law and American Civilization (B)	75	15	82	16	75	18	77	14	77	17
Molecular Biology, Biochemistry and Bioinformatics (B)	136	30	144	41	148	29	163	22	167	31
Networking Technologies (PBC)	0	8	4	6	11	6	14	6	10	3
Nursing (B)	1154	187	1212	201	1407	242	1497	273	1608	271
Nursing (M)	65	28	57	24	43	20	32	18	19	17
Nursing Education (PBC)	44	23	45	12	31	17	24	12	14	12
Software Engineering (PBC)	2	8	6	3	20	3	20	3	25	1
Theatre Arts (B)	98	37	82	21	84	24	97	20	100	21
Theatre Arts (M)	10	5	6	3	6	6	5	1	8	5

Notes: 1. B.F.A. in Acting, B.A./B.S. in Theatre Arts, and M.F.A. in Theatre Arts programs completed a reaccreditation review by the National Association of Schools of Theatre (NAST) in AY 2018-2019. As a result of the review the M.F.A. in Theatre Arts reported a plan to support recruitment to seek incremental growth, continue as a priority a diverse and inclusive environment, advance new technologies within the program, and review the program during periods of leadership transitions.

2. B.S. in Applied Information Technology, M.S. in Applied Information Technology, B.S. in Computer Science, M.S. in Computer Science, B.S. in Information Systems, D.Sc. in Information Technology, P.B.C. in Database Management Systems, P.B.C. in Information Security and Assurance, P.B.C. in Information Systems Management, P.B.C. in Internet Application Development, P.B.C. in Networking Technologies, and P.B.C. in Software Engineering programs completed a reaccreditation review by Accreditation Board for Engineering and Technology (ABET) in 2017.

3. B.S.N. in Nursing, M.S.N. in Nursing, and P.B.C. in Nursing Education programs completed reaccreditation reviews by the Commission on Collegiate Nursing Education (CCNE) in 2018.

4. P.B.C. in Internet Applications Development, P.B.C in Networking Technologies and P.B.C. in Software Engineering programs reported an action plan that includes advancing collaborations with enrollment management, review faculty instructional schedules, revise curriculum, create student collaboration spaces, increase faculty support, and focus on faculty diversity.

University of Baltimore										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Creative Writing & Publishing Arts (M)	71	21	78	15	74	28	73	15	79	22
Criminal Justice (B)	309	61	317	69	280	91	233	92	215	72
Criminal Justice (M)	54	10	52	18	67	22	62	21	67	17

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

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English (B)	87	22	69	25	70	22	67	22	60	22
Health System Management (B)	194	50	194	69	195	47	167	69	141	49
Notes: 1. B.S. in Health Systems Management program completed a reaccreditation review by the Association of University Programs in Health Administration (AUPHA) in 2018. 2. B.A. in English program action plan proposes substantial modification to streamline major, further promotion of the program, and to continue to work with the UB Career and Internship Center for student internships opportunities.										

University of Maryland, Baltimore County										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Applied Developmental Psychology (M)	0	1	9	4	4	4	1	3	3	1
Applied Developmental Psychology (D)	25	3	26	3	22	2	22	2	22	2
Biochemistry (D)	5	1	3	2	5	0	5	2	3	0
Biochemistry & Molecular Biology (B)	472	75	461	87	419	73	355	73	356	45
Biochemistry & Molecular Biology (M)	0	1	0	0	0	0	0	1	0	0
Biochemical Regulatory Engineering (PBC)	0	2	1	2	5	4	3	2	7	9
Chemical & Biochemical Engineering (M)	7	2	14	8	8	3	11	2	13	6
Chemical & Biochemical Engineering (D)	16	4	14	1	17	1	25	3	25	3
Chemistry (B)	133	12	127	15	126	17	123	14	142	17
Chemistry (M)	4	4	1	1	1	1	4	2	6	3
Chemistry (D)	41	4	44	6	42	6	45	7	42	6
Chemistry Education (B)	11	3	10	1	8	1	8	1	5	0
Computational Thermal/Fluid Dynamics (PBC)	1	1	0	4	0	1	0	0	0	0
Computer Engineering (M)	16	8	15	5	17	4	21	11	24	12
Computer Engineering (D)	18	1	22	1	24	4	19	2	21	1
Computer Science (M)	95	50	100	42	88	29	105	34	130	62
Computer Science (D)	72	8	74	5	71	11	9	9	80	9
Electrical Engineering (M)	18	3	14	4	20	5	18	6	22	8
Electrical Engineering (D)	35	5	44	6	45	5	48	2	52	5
Environmental Engineering (M)	8	2	8	1	4	1	4	3	3	1
Environmental Engineering (D)	10	1	10	2	10	1	7	4	10	1
Human Services Psychology (M)	28	21	48	19	33	14	31	19	32	15

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

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Human Services Psychology (D)	64	10	61	7	57	11	60	10	51	9
Individualized Study (B)	133	22	128	16	111	22	83	8	64	16
Integrated Product Development & Manufacturing (PBC)	0	0	0	0	0	0	0	0	6	4
Mechatronics (PBC)	1	0	1	0	1	0	1	0	1	0
Mechanical Engineering (D)	34	6	41	2	41	5	41	2	39	8
Mechanical Engineering (M)	38	14	39	9	41	12	26	14	26	7
Professional Studies: Data Science – Track (M)	0	0	0	0	0	0	7	0	80	7
Professional Studies: Data Science-Track (PBC)	0	0	0	0	0	0	0	0	8	8
Professional Studies: Cyber Security-Track (M)	142	54	155	57	151	67	136	54	151	59
Professional Studies: Cybersecurity Operations (PBC)	0	0	2	2	8	8	24	24	28	28
Professional Studies: Cybersecurity Strategy & Policy-Track (PBC)	35	35	20	20	19	19	12	12	10	10
Professional Studies: Technical Management – Track (M)	0	0	0	0	0	0	2	0	9	1
Prof. Studies: Industrial Organizational Psychology Track (M)	85	29	96	34	83	33	106	31	110	39
Psychology (B)	1134	324	1132	325	1085	346	1086	318	1188	316
Psychology in the Workplace (UDC)	19	10	14	11	6	11	9	5	29	5
Systems Engineering-Track (PBC)	3	3	4	4	2	2	6	6	4	4
System Engineering (M)	14	15	17	21	14	12	12	14	10	7
<p>Notes: 1. B.A. in Chemistry Education, M.S. in Biochemistry and Molecular Biology), and Ph.D. in Biochemistry programs action plan is to identify research and pedagogical strengths, implement hiring plan, address graduate student recruitment and retention, advocate for resources, further invest in existing students initiatives, establish an Innovation Council with local industry, and sustain faculty mentoring plan.</p> <p>2. M.S. in Environmental Engineering program action plan is to improve operational processes for prospective students, seek new graduate student recruitment and admissions coordinator position, created new marketing materials, and improve the graduate program website.</p> <p>3. PBC in Computational Thermal/Fluid Dynamics, PBC in Integrated Product Development and Manufacturing, and PBC in Mechatronics programs action plan is to draft a five-year strategic goals plan, hire faculty, collaborate with local national research laboratories, and establish faculty-initiated strategies to recruit graduate students</p> <p>4. M.P.S. in Professional Studies: Technical Management Track is a track within the Master of Professional Studies (M.P.S.) programs that reports that there is no issue of low productivity. The M.P.S program has an action plan to work closely with campus admissions, expand the connections with companies in the area, create better onboarding of adjunct faculty, and improve communication with the faculty governance committee.</p>										

University of Maryland, College Park					
Program Title (Degree)	2014	2015	2016	2017	2018

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

2018-2019 Periodic Review of Academic Programs

	Enrolled	Degrees								
Applied Agriculture (LDC)	55	12	70	7	60	26	59	16	67	22
Comparative Literature (D)	12	1	11	2	15		15	4	11	3
Creative Writing (M)	41	19	34	13	22	15	18	14	17	5
Criminology and Criminal Justice (B)	885	348	903	358	901	347	894	350	837	379
Criminology and Criminal Justice (M) (D) Combined	91	51	108	41	99	35	61	49	70	25
English (B)	483	206	494	171	474	148	488	155	449	158
English Language and Literature (M) (D) Combined	99	25	112	10	113	12	104	31	98	24
Engineering (M)	468	169	511	155	613	193	726	220	818	270
Engineering (PBC)	56	24	42	29	32	43	38	34	32	51
Environmental Science (B)	210	58	226	60	248	68	224	73	221	71
Environmental Science (M) (D) Combined	40	6	33	18	36	6	44	8	42	11
Dance (B)	46	10	45	12	44	11	38	16	41	9
Dance (MFA)	12	19	12	13	12	15	12	14	11	5
Theatre (B)	126	41	135	32	124	32	108	41	130	27
Theatre & Performance Studies (M)(D)	25	3	30	1	31	2	32	2	24	9
Theatre (MFA)	17	7	20	5	20	6	20	3	20	4
<p>Notes: 1. B.A. in Dance and M.F.A. in Dance programs completed a reaccreditation review by the National Association of School of Dance (NASD) in 2019. As a result of the reviews of the B.A. and M.F.A. in Dance, M.F.A in Theatre, and M.A. and Ph.D. in Theatre and Performance Studies the faculty in the School of Theatre, Dance and Performance Studies reported an action plan that includes ways to blend dance, design, theatre; bridge the program difference through more cohesive courses and curriculum offerings; and identify faculty across the campus to become affiliates in the programs.</p> <p>2. As a result of the reviews of the M.A and Ph.D. in English Language and Literature Combined, Ph.D. in Comparative Literature and M.A. in Creative Writing the action plan states the addition of learning outcomes to the graduate curricula, expand training and opportunities for students to explore diversity careers, create an independent graduate admission committee. And specifically, for the Ph.D. in Comparative Literature the plan denotes that concrete goals and benchmarks will be formulated for the program to reduce students' time to degree, and strengthen ties with the School of Languages, Literature and Cultures.</p>										

University of Maryland Eastern Shore										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

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Engineering (B)	131	16	159	11	151	11	154	7	142	23
Physical Therapy (D)	88	28	88	29	94	27	91	29	91	29
Professional Golf Management (B)	58	12	52	5	45	9	39	2	43	12
<p>Notes: 1. B.S. in Engineering in the School of Business and Technology completed a reaccreditation review by the Accreditation Board for Engineering and Technology (ABET) in 2019. As a result of the review of the B.S. in Engineering program the action plan is to develop promotional language, implement new learning outcomes introduced by the ABET, create strategies to retain and recruit faculty, increase staff resources, and expand the 3+2 Physics/Engineering dual degree program.</p> <p>2. B.S. in PGA Golf Management completed a reaccreditation review by the PGA of American in 2018. As a result of the review of the PGA Golf Management program the action plan is to increase enrollment host visitation days, visit regional First Tee Programs twice per semester, work with PGA America to recruit through PGA Junior League, present overview of program at College Golf Summit for high school students, maintain presence on social media, and involve current PGA students in recruitment activities.</p> <p>3. D.P.T. in Physical Therapy completed a reaccreditation review by the Commission on Accreditation in Physical Therapy Education (CAPTE) in 2018. As a result of the review of the D.P.T. in Physical Therapy the action plan is to continue to demonstrate it compliance with all standards of CAPTE.</p>										

University of Maryland Global Campus										
Program Title (Degree)	2014		2015		2016		2017		2018	
	Enrolled	Degrees								
Cybersecurity Management and Policy (M)	246	81	13	132	218	98	315	94	415	131
Cybersecurity Management and Policy (PBC)	28	0	25	15	29	15	28	17	44	23
Cybersecurity Technology (M)	1324	431	1339	428	1610	479	1683	566	1617	887
Cybersecurity Technology (PBC)	122	255	98	148	102	168	127	195	104	159
Distance Education and E-Learning (M)	115	20	125	24	141	27	118	25	87	28
History (B)	725	139	687	109	692	110	668	110	635	101
Health Services Management (B)	163	0	518	22	848	97	1061	167	1206	190
Human Resource Management (B)	1489	237	1619	244	1758	349	1909	372	2035	384
Human Resource Management (UDC)	58	104	71	98	52	102	62	93	84	102
Humanities (B)	313	56	289	37	272	45	305	39	324	43
Legal Studies (B)	480	95	435	91	445	95	428	87	456	93
Management (D)	103	27	103	30	108	32	114	17	147	50
Management in Community College Policy and Administration (D)	53	22	35	6	33	14	27	10	23	6
Marketing (B)	364	63	422	69	413	81	437	64	457	57
Nursing for Registered Nurses (B)	7	0	119	7	239	44	387	97	588	125
Public Safety Administration (B)	64	0	197	0	307	21	348	49	382	62

Degree Codes: (B) Bachelor's; (M) Master's; (D) Doctorate; (BFA) Bachelor of Fine Arts; (BTS) Bachelor of Technical Studies; (BPS) Bachelor of Professional Studies; (UDC) Upper Division Certificate; (PBC) Post-Baccalaureate Certificate; (MAT) Master of Arts in Teaching; (PMC) Post-Master's Certificate; (CAS) Certificate in Advanced Study

2018-2019 Periodic Review of Academic Programs

- Notes:
1. B.A. in Humanities program action plan recommends promotion of career opportunities in Humanities for students, examine and revise program requirements, and incorporate interdisciplinary skills for career paths in such area as Medical Humanities.
 2. PBC in Cybersecurity Management and Policy action plan aligns with the M.S. in Cybersecurity Management and Policy program to increase student retention and course evaluation averages, incorporate library materials into open education resources (OERs) as appropriate, and review courses.

**BOARD OF REGENTS**SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION**TOPIC:** Report on Extramural Funding – FY 2019**COMMITTEE:** Education Policy and Student Life**DATE OF COMMITTEE MEETING:** Tuesday, January 7, 2020 (Updated ~ 1.14.20)

SUMMARY: This report provides information on extramural awards received by USM institutions in support of specific initiatives in research, education, or service in FY 2019. In addition to detailed information by institution and funding source for FY 2018 and FY 2019, the report also provides five years of summary data by institution for comparison purposes. It is important to note that while the report on extramural awards is consistent within the USM, it is not directly comparable with NSF accounting-based reports nor with expenditure data in System budget documents.

In FY 2019, the System received a total of \$1,460,932,947.34 in extramural funding, a 2.2% increase from the FY 2018 total of \$1,429,166,242.14. UMB and UMCP garnered the largest extramural funding totals among System institutions. CSU, FSU, SU, UB, UMBC, UMCP, UMES, and UMGC obtained higher levels of extramural funding than in FY 2018.

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 Only

DATE: January 7, 2020

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992

jboughman@usmd.edu



**USM Report on Extramural Funding
FY 2019
(Updated ~ 1.14.20)**

Major sources of support for the activities on the campuses of the USM institutions come from extramural sources, including grants and contracts. The faculty and staff of USM institutions obtain funding for research, education, and public service activities from many sources. This report shows how many proposals each institution generated, how many awards were received, and the total amount of funding received from external sources.

In FY 2019, the System received a total of \$1,460,932,947.34 in extramural funding, a 2.2% increase from the FY 2018 total of \$1,429,166,242.14. As noted on table 2, overall external funding to the USM has been steadily increasing since FY 2015. These increases are promising, although securing federal funding is still challenging.

Table I shows how much income each institution generated in each of the past two years from grants and contracts from the federal government, Maryland state agencies, non-profit foundations, corporations, and other sources, such as non-governmental organizations. Table I also shows the number of proposals submitted to each type of funding source and the number of grants received. Awards are counted in the year they are received. It should also be noted that in this report, the number of awards represents not only new awards but also amendments to existing awards that provide additional funding not previously accounted for. Institutions that receive a high percentage of awards funded in increments will have a higher number of awards than proposals, since one initial proposal could result in multiple funding actions. It should also be noted that some awards received were the result of proposals submitted in a prior fiscal year and that notification regarding the funding of some proposals submitted in FY 2018 were still pending as the fiscal year closed.

At every institution, extramural funding derives from a variety of sources. Although the federal government is the largest funding source for the System as a whole and the majority of our institutions, the state government, corporations and foundations, and other sources provide critical support on the same order of magnitude for several of our comprehensive universities.

Table 1
Extramural Funding for the USM – Fiscal Years 2018 and 2019

FY 2018			
USM			
Source	Award Amount	Awards	Proposals
Federal	\$860,251,346.82	2,911	3,715
State	\$190,018,625.77*	1,561*	842
Corporate	\$105,895,202.21	1,699	1,243
Foundations	\$148,929,850.30	981	850
Other	\$146,047,175.04	2,468	1,965
TOTAL	\$1,451,142,200.14	9,620*	8,615
Total Less Other USM	\$1,429,166,242.14		

FY 2019			
USM			
Source	Award Amount	Awards	Proposals
Federal	\$945,169,762.10	2,715	3,557
State	\$186,050,088.57	1,430	900
Corporate	\$94,570,670.60	1,714	1,206
Foundations	\$117,808,425.00	827	768
Other	\$135,051,783.98	3,955	2,004
TOTAL	\$1,478,650,730.25	10,641	8,435
Total Less Other USM	\$1,460,932,947.34		

BSU			
Source	Award Amount	Awards	Proposals
Federal	\$9,697,161.70	54	30
State	\$138,298.50	4	8
Corporate	\$75,000.00	1	0
Foundations	\$115,500.00	3	0
Other	\$28,196.00	3	4
TOTAL	\$10,054,156.20	65	42
Total Less Other USM	\$10,025,960.20		

BSU			
Source	Award Amount	Awards	Proposals
Federal	\$9,339,032.00	27	29
State	\$448,756.50	9	10
Corporate	\$83,000.00	3	0
Foundations	\$0.00	0	0
Other	\$6,800.00	4	4
TOTAL	\$9,877,588.50	43	43
Total Less Other USM	\$9,870,788.50		

CSU			
Source	Award Amount	Awards	Proposals
Federal	\$4,262,905.00	20	32
State	\$1,153,458.71	17	22
Corporate	\$641,842.21	16	26
Foundations	\$465,970.30	12	24
Other	\$730,044.00	14	18
TOTAL	\$7,254,220.22	79	122
Total Less Other USM	\$6,524,176.22		

CSU			
Source	Award Amount	Awards	Proposals
Federal	\$5,597,728.64	23	38
State	\$779,799.21	14	17
Corporate	\$362,577.00	13	20
Foundations	\$1,510,633.00	16	27
Other	\$205,223.00	14	18
TOTAL	\$8,455,960.85	80	120
Total Less Other USM	\$8,250,737.85		

FSU			
Source	Award Amount	Awards	Proposals
Federal	\$1,150,456.00	12	9
State	\$867,174.00	17	19
Corporate	\$10,000.00	1	1
Foundations	\$11,414.00	6	9
Other	\$397,273.00	7	11
TOTAL	\$2,436,317.00	43	49
Total Less Other USM	\$2,041,543.00		

FSU			
Source	Award Amount	Awards	Proposals
Federal	\$2,232,772.00	13	16
State	\$1,097,996.00	16	15
Corporate	\$0.00	0	0
Foundations	\$46,750.00	10	9
Other	\$572,690.00	10	13
TOTAL	\$3,950,208.00	49	53
Total Less Other USM	\$3,564,730.00		

SU			
Source	Award Amount	Awards	Proposals
Federal	\$1,602,025.00	7	15
State	\$3,437,315.00	40	46
Corporate	\$15,851.00	3	6
Foundations	\$172,159.00	18	37
Other	\$287,193.00	41	60
TOTAL	\$5,514,543.00	109	164
Total Less Other USM	\$5,141,941.00		

SU			
Source	Award Amount	Awards	Proposals
Federal	\$3,045,771.00	10	21
State	\$4,648,708.00	52	52
Corporate	\$106,225.00	22	28
Foundations	\$100,284.00	20	24
Other	\$804,461.00	63	64
TOTAL	\$8,705,449.00	167	189
Total Less Other USM	\$8,032,505.00		

~As Updated on 1.14.20 after 1.7.20 Education Policy and Student Life Meeting~

FY 2018

Source	Award Amount	Awards	Proposals
Federal	\$4,020,010.00	24	50
State	\$8,247,178.00*	88*	77
Corporate	\$949,619.00	27	35
Foundations	\$1,092,400.00	6	20
Other	\$657,561.00	32	55
TOTAL	\$14,966,768.00*	177*	237
Total Less Other USM	\$14,724,204.00*	*Data updated in FY19*	

FY 2019

Source	Award Amount	Awards	Proposals
Federal	\$4,133,472.00	22	43
State	\$6,541,481.00	53	52
Corporate	\$460,442.00	20	21
Foundations	\$189,768.00	5	13
Other	\$744,681.00	33	45
TOTAL	\$12,069,844.00	133	174
Total Less Other USM	\$11,974,050.00		

UB

Source	Award Amount	Awards	Proposals
Federal	\$6,653,753.00	9	10
State	\$4,832,026.00	38	21
Corporate	\$90,930.00	2	2
Foundations	\$823,787.00	25	20
Other	\$1,562,714.00	10	9
TOTAL	\$13,963,210.00	84	62
Total Less Other USM	\$13,698,053.00		

UB

Source	Award Amount	Awards	Proposals
Federal	\$8,349,261.00	7	11
State	\$3,248,213.00	35	24
Corporate	\$1,541,189.00	6	3
Foundations	\$1,489,451.00	30	11
Other	\$398,048.00	15	12
TOTAL	\$15,026,162.00	93	61
Total Less Other USM	\$14,813,294.00		

UMB

Source	Award Amount	Awards	Proposals
Federal	\$336,079,522.00	816	1,280
State	\$87,383,998.00	380	286
Corporate	\$68,832,881.00	557	542
Foundations	\$126,206,745.00	373	507
Other	\$48,899,582.00	430	649
TOTAL	\$667,402,728.00	2,556	3,264
Total Less Other USM	\$664,599,070.00		

UMB

Source	Award Amount	Awards	Proposals
Federal	\$391,478,013.00	769	1,216
State	\$86,629,892.00	353	372
Corporate	\$62,085,412.00	544	444
Foundations	\$89,138,302.00	299	429
Other	\$35,318,469.00	396	612
TOTAL	\$664,650,088.00	2,361	3,073
Total Less Other USM	\$662,910,370.00		

UMBC

Source	Award Amount	Awards	Proposals
Federal	\$40,457,391.00	254	276
State	\$28,227,746.00	114	90
Corporate	\$2,241,196.00	53	26
Foundations	\$754,356.00	10	37
Other	\$14,533,517.00	163	113
TOTAL	\$86,214,206.00	594	542
Total Less Other USM	\$77,180,308.00		

UMBC

Source	Award Amount	Awards	Proposals
Federal	\$46,526,780.00	183	300
State	\$22,323,937.00	49	46
Corporate	\$3,549,955.00	33	80
Foundations	\$3,088,344.00	31	61
Other	\$14,985,498.00	81	132
TOTAL	\$90,474,514.00	377	619
Total Less Other USM	\$79,741,464.00		

UMCES

Source	Award Amount	Awards	Proposals
Federal	\$16,481,299.21	171	132
State	\$4,376,060.56	103	53
Corporate	\$2,520,760.00	80	13
Foundations	\$816,441.00	44	31
Other	\$2,946,106.04	193	26
TOTAL	\$27,140,666.81	591	255
Total Less Other USM	\$26,833,196.81		

UMCES

Source	Award Amount	Awards	Proposals
Federal	\$15,332,569.73	191	155
State	\$3,549,294.05	100	52
Corporate	\$373,958.60	98	8
Foundations	\$1,240,970.00	30	28
Other	\$1,245,090.98	209	25
TOTAL	\$21,741,883.36	628	268
Total Less Other USM	\$21,424,116.91		

~As Updated on 1.14.20 after 1.7.20 Education Policy and Student Life Meeting~

FY 2018

UMCP

Source	Award Amount	Awards	Proposals
Federal	\$371,357,141.00	1,492	1,790
State	\$50,104,546.00	738	195
Corporate	\$30,019,623.00	952	587
Foundations	\$17,947,107.00	469	144
Other	\$75,885,690.00	1,571	1,014
TOTAL	\$545,314,107.00	5,222	3,730
Total Less Other USM	\$538,013,239.00		

UMES

Source	Award Amount	Awards	Proposals
Federal	\$14,094,991.91	47	86
State	\$1,215,219.00	20	23
Corporate	\$445,000.00	3	1
Foundations	\$303,971.00	10	16
Other	\$39,299.00	2	5
TOTAL	\$16,098,480.91	82	131
Total Less Other USM	\$15,601,753.91		

UMGC

Source	Award Amount	Awards	Proposals
Federal	\$54,394,691.00	5	5
State	\$35,606.00	2	2
Corporate	\$52,500.00	4	4
Foundations	\$220,000.00	5	5
Other	\$80,000.00	2	1
TOTAL	\$54,782,797.00	18	17
Total Less Other USM	\$54,782,797.00		

FY 2019

UMCP

Source	Award Amount	Awards	Proposals
Federal	\$387,393,059.00	1,432	1,668
State	\$55,256,874.00	721	241
Corporate	\$25,700,780.00	967	596
Foundations	\$20,904,423.00	379	154
Other	\$80,207,834.00	3,119	1,066
TOTAL	\$569,462,970.00	6,618	3,725
Total Less Other USM	\$566,559,047.00		

UMES

Source	Award Amount	Awards	Proposals
Federal	\$15,042,878.73	33	55
State	\$1,419,025.81	25	16
Corporate	\$236,132.00	2	0
Foundations	\$8,500.00	2	7
Other	\$487,989.00	10	12
TOTAL	\$17,194,525.54	72	90
Total Less Other USM	\$16,750,307.08		

UMGC

Source	Award Amount	Awards	Proposals
Federal	\$56,698,425.00	5	5
State	\$106,112.00	3	3
Corporate	\$71,000.00	6	6
Foundations	\$91,000.00	5	5
Other	\$75,000.00	1	1
TOTAL	\$57,041,537.00	20	20
Total Less Other USM	\$57,041,537.00		

~As Updated on 1.14.20 after 1.7.20 Education Policy and Student Life Meeting~

Table 2
Extramural Funding Summary
Fiscal Years 2015-2019

Institution	FY2015	FY2016	FY 2017	FY 2018	FY 2019	% Change FY18- FY19
BSU	\$8,823,812.70	\$8,033,222.39	\$8,750,022.86	\$10,054,156.20	\$9,877,588.50	-1.8%
CSU	\$7,666,276.66	\$6,105,918.50	\$7,935,863.80	\$7,254,220.22	\$8,455,960.85	+16.6%
FSU	\$7,408,335.00	\$3,783,294.00	\$8,166,104.00	\$2,436,317.00	\$3,950,208.00	+62.1%
SU	\$5,598,086.00	\$5,108,180.00	\$6,418,587.00	\$5,514,543.00	\$8,705,449.00	+57.9%
TU	\$18,010,901.00	\$16,970,018.00	\$10,849,942.00	\$14,966,768.00*	\$12,069,844.00	-19.4%
UB	\$7,615,763.00	\$7,901,178.00	\$10,869,373.00	\$13,963,210.00	\$15,026,162.00	+7.6%
UMB	\$499,638,679.00	\$497,537,747.00	\$556,071,212.60	\$667,402,728.00	\$664,650,088.00	-0.4%
UMBC	\$76,159,624.00	\$85,305,358.00	\$99,184,619.00	\$86,214,206.00	\$90,474,514.00	+4.9%
UMCES	\$25,425,607.42	\$25,723,496.06	\$25,301,524.91	\$27,140,666.81	\$21,741,883.36	-19.9%
UMCP	\$550,384,755.00	\$560,216,354.00	\$514,747,496.55	\$545,314,107.00	\$569,462,970.00	+4.4%
UMES	\$21,445,048.00	\$18,150,421.00	\$19,969,078.79	\$16,098,480.91	\$17,194,525.54	+6.8%
UMGC	\$51,321,961.00	\$52,172,670.00	\$42,081,131.00	\$54,782,797.00	\$57,041,537.00	+4.1%
Institutional Total	\$1,279,498,848.78	\$1,287,007,856.95	\$1,310,344,955.51	\$1,451,142,200.14*	\$1,478,650,730.25	+1.9%
USM Total (LESS OTHER USM)	\$1,264,331,163.78	\$1,265,909,656.95	\$1,292,254,826.32	\$1,429,166,242.14*	\$1,460,932,947.34	+2.2%

*Updated from FY18 report

~As Updated on 1.14.20 after 1.7.20 Education Policy and Student Life Meeting~



UNIVERSITY SYSTEM
of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Motion to Adjourn and Reconvene in Closed Session

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, January 7, 2020

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' Committee on Education Policy and Student Life 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 Committee determines should be discussed in open session or added to the closed session agenda for discussion. In that event, the Committee 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: That the Board of Regents' Committee on Education Policy and Student Life vote to reconvene in closed session.

COMMITTEE ACTION:

DATE: January 15, 2019

BOARD ACTION:

DATE:

SUBMITTED BY: Joann A. Boughman

301-445-1992

jboughman@usmd.edu



STATEMENT REGARDING CLOSING A MEETING
OF THE
USM BOARD OF REGENTS

Date: Tuesday, January 7, 2020

Time: 11:30 a.m. (approximately)

Location: Towson University

STATUTORY AUTHORITY TO CLOSE A SESSION

Md. Code, General Provisions Article §3-305(b):

- (1) To discuss:
 - (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
 - (ii) Any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is not related to public business.
- (3) To consider the acquisition of real property for a public purpose and matters directly related thereto.
- (4) To consider a preliminary matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- (5) To consider the investment of public funds.
- (6) To consider the marketing of public securities.
- (7) To consult with counsel to obtain legal advice on a legal matter.
- (8) To consult with staff, consultants, or other individuals about pending or potential litigation.
- (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations.

- (10) [] To discuss public security, if the public body determines that public discussions would constitute a risk to the public or public security, including:
 - (i) the deployment of fire and police services and staff; and
 - (ii) the development and implementation of emergency plans.
- (11) [] To prepare, administer or grade a scholastic, licensing, or qualifying examination.
- (12) [] To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- (13) [] To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- (14) [] Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiation strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

Md. Code, General Provisions Article §3-103(a)(1)(i):

- [] Administrative Matters

TOPICS TO BE DISCUSSED: (List topics to be discussed)

The Committee on Education Policy and Student Life will discuss recommendations for Regents' Faculty Awards and nominations for honorary degrees.

REASON FOR CLOSING:

To maintain confidentiality of personnel-related and personal information of candidates for faculty awards and honorary degrees. (§3-305(b)(1) and (2)).